



# Pupil premium strategy statement – Hardingstone Academy

This statement details our school's use of pupil premium for the period of 2025-28 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                                                                                            | Hardingstone Academy                                            |
| Number of pupils in school                                                                             | 235                                                             |
| Proportion (%) of pupil premium eligible pupils                                                        | 35 children<br>15%                                              |
| LAC                                                                                                    | 1 Service children<br>0 LAC<br>0 Post LAC                       |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 - 2028                                                     |
| Date this statement was published                                                                      | 31 <sup>st</sup> July 2026                                      |
| Date on which it will be reviewed                                                                      | 31 <sup>st</sup> July 2027                                      |
| Statement authorised by                                                                                | Mr Dan Lugg (Executive Head)<br>Mrs Gill Glenn (Head of School) |
| Pupil premium lead                                                                                     | Mr Dan Lugg<br>Mrs Gill Glenn                                   |
| Governor / Trustee lead                                                                                | Mr Pepe Smith                                                   |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £49,995 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £49,995 |

At Hardingstone Academy, we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

When creating our Pupil Premium Strategy, we recognise the importance of considering the context of the school and the subsequent challenges faced. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies and their value for money. As a result, our Pupil Premium strategy is driven by prioritising the ability of all our students to engage effectively and to enable our staff to personalise our broad and enriched curriculum to meet the vast array of pupils' academic, social and emotional needs. We recognise the common barriers to learning faced by our disadvantaged pupils, which can include weak language and communication skills, less support at home, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

At Hardingstone Academy, we are committed to investing in all initiatives we deem necessary to ensure that our disadvantaged and more vulnerable pupils flourish, gaining the knowledge, skills and behaviours to succeed in life due to the different experiences and opportunities we provide. Through our enriched curriculum we aim to ensure that the most disadvantaged achieve the best possible outcomes and know and remember more to gain the cultural capital to succeed in adult life.

As recognised by the EEF, we acknowledge that 'good teaching' is the most important tool schools have to improve outcomes for disadvantaged pupils' and we intend to focus heavily on developing quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Decisions based on data and respond to evidence.
- Clear, responsive leadership setting high aspirations and responsibility for raising attainment to all staff

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of around national average of all students (96%).
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum and enrichment opportunities.
- To support our pupil's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the 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 and pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                  |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Almost half (48%) of the disadvantaged pupils have SEND as well.                                                                                                     |
| 2                | Many disadvantaged pupils have lower prior attainment and gaps in their learning.                                                                                    |
| 3                | 15% of the children are within the specialist provision (Butterfly Meadow)                                                                                           |
| 4                | Approximately 15% of pupils speak English as an Additional Language.                                                                                                 |
| 5                | Some of our most disadvantaged pupils are not always fully supported at home, with parents not ensuring that learning and attendance are as strong as they could be. |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All PP pupils make good rates of progress and attain well including those with English as an Additional Language. | <ul style="list-style-type: none"><li>• Pupils will be at or above National Standards for disadvantaged pupils.</li><li>• School's targets for disadvantaged pupils as set out in the SIP are achieved in all year groups.</li><li>• The gap between disadvantaged pupils and non-disadvantaged pupils diminishes.</li><li>• Targeted interventions enable disadvantaged pupils make accelerated progress.</li></ul>                                                            |
| All disadvantaged pupils have opportunities and benefit from wider curriculum and enrichment.                     | <ul style="list-style-type: none"><li>• School trackers show that disadvantaged pupils, in all year groups, engage with extra curriculum and enrichment activities.</li><li>• Pupil interviews show disadvantaged pupils have made positive attitudes towards learning.</li><li>• Parent feedback, gathered through focus groups, indicates satisfaction with opportunities provided.</li><li>• Attendance rates of disadvantaged pupils show measurable improvement.</li></ul> |

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers have good knowledge of needs of PP pupils and have the skills to address them. | <ul style="list-style-type: none"> <li>• Due to support, coaching, CPD staff have the training to adapt</li> <li>• Targeted interventions are planned appropriately and tracked to monitor impact</li> <li>• ISPs are deployed effectively to support disadvantaged pupils</li> <li>• Teachers provide timely feedback in learning to help disadvantaged pupils make good progress.</li> <li>• Staff receive training to meet specific needs of disadvantaged pupils including SEND</li> </ul> |
| Parents more effectively support their pupils learning and engagement in school life.   | <ul style="list-style-type: none"> <li>• Parental workshop events are well attended.</li> <li>• Parents better understand how to support their pupils</li> <li>• Parents understand the importance of high attendance</li> <li>• Attendance improves above national average for disadvantaged pupils.</li> </ul>                                                                                                                                                                               |

### 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: £7499.25

| Activity                                                                        | Cost   | Evidence that supports this approach                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|---------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Staff receives support, training and coaching to improve high quality teaching. | £1,960 | <ul style="list-style-type: none"> <li>• Walkthrus evident in lessons</li> <li>• Coaching strategy showing positive impact on teaching practice</li> <li>• Consistent use of the Teaching and Learning Framework by all staff</li> <li>• EEF research findings applied to practice</li> </ul> | 1, 2, 3, 4                    |
| Targeted interventions and focussed tracking of progress                        | £1,587 | <ul style="list-style-type: none"> <li>• Pupil Progress meetings</li> <li>• Edukey audits</li> <li>• ISP Training and implementation</li> <li>• Pupil Voice Feedback</li> <li>• Weekly Books Looks</li> <li>• Data analysis and monitoring</li> </ul>                                         | 1, 3, 4                       |

|                                                                                               |        |                                                                                                                                                                                                                                                                                                     |            |
|-----------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Staff receive training on pupils with multiple vulnerabilities                                | £1,328 | <ul style="list-style-type: none"> <li>Targeted support strategies for SEND &amp; PP pupils evidenced.</li> <li>Intervention trackers on Edukey</li> <li>Training for staff</li> </ul>                                                                                                              | 1, 2, 3, 4 |
| Staff training to support all classes providing a rich stimulation of language and vocabulary | £1,257 | <ul style="list-style-type: none"> <li>Oracy and EAL strategies evident in all lessons</li> <li>Walkthrus used deliberately to enhance vocabulary and language</li> <li>Widgets used to support all pupils</li> <li>Working walls embedded in all classrooms as a tool to support pupils</li> </ul> |            |
| Staff training on supporting Pupil Premium Pupils across the curriculum                       | £1,367 | <ul style="list-style-type: none"> <li>Adaptations and alterations made to ensure pupil progress</li> <li>Planning scrutinise, book looks, and pupil voice demonstrate that needs are being met</li> </ul>                                                                                          |            |

### Targeted academic support (for example, support structured interventions)

Budgeted cost: £24,497.55

| Activity                                                                                                         | Cost    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| EAL strategy quickly identifies interventions needed for disadvantaged pupils with EAL                           | £6,899  | <ul style="list-style-type: none"> <li>Intervention trackers on Edukey</li> <li>EAL Baseline and progress assessments</li> </ul>                                                                                                                                                                                                       | 1, 2, 3,                      |
| Staff are trained in the specific language programme <i>Chatterway</i> to support disadvantaged pupils with EAL. | £1,470  | <ul style="list-style-type: none"> <li>Staff confidently identify pupils requiring the language programme.</li> <li>Staff are trained and implement the programme effectively, leading to accelerated progress in language development</li> <li>Pupil voice demonstrates increased confidence and improved use of language.</li> </ul> |                               |
| ISPs are used in class interventions to support pupils                                                           | £11,558 | <ul style="list-style-type: none"> <li>ISPs are trained to identify the specific needs of pupils in order to adjust and amend work in class, ensuring they achieve.</li> </ul>                                                                                                                                                         |                               |

|                                                                  |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| with multiple vulnerabilities.                                   |        | <ul style="list-style-type: none"> <li>• Widgets and targeted resources are used effectively to support pupils with multiple vulnerabilities.</li> <li>• Images and flashcards are used alongside working walls to engage and support pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |  |
| Analysing and monitoring the attendance of disadvantaged pupils. | £4,570 | <ul style="list-style-type: none"> <li>• Attendance officers share disadvantaged pupil attendance data with staff, comparing it against national benchmarks and non-disadvantaged pupils.</li> <li>• Attendance officers increase communication with teaching staff to identify reasons for absence and address barriers to attendance.</li> <li>• Attendance of disadvantaged pupils meets or exceeds national standards.</li> <li>• Meetings with parents of disadvantaged pupils by the class teacher and then attendance officer happens when attendance starts to become a concern.</li> </ul> |  |

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

Budgeted cost: £17,498.25

| Activity                                                                                   | Cost   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Every disadvantaged pupil is provided with two pieces of uniform during the academic year. | £1,824 | <ul style="list-style-type: none"> <li>• School records confirm that all disadvantaged pupils receive at least one item of uniform each year.</li> <li>• Parent feedback highlights reduced financial pressure and increased support from the school.</li> <li>• Pupil voice reflects a sense of belonging and pride in wearing the school uniform.</li> <li>• Improved consistency in uniform standards across disadvantaged pupils is observed by staff.</li> </ul> |                               |

|                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|---------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Every disadvantaged pupil will receive financial support to access enrichment opportunities including 1 x curriculum trip | £4,890 | <ul style="list-style-type: none"> <li>• Finance records confirm funding has been allocated to ensure disadvantaged pupils can access trips, clubs and enrichment activities.</li> <li>• Participation data shows disadvantaged pupils engage in a wide range of enrichment opportunities at rates comparable to their peers.</li> <li>• Parent feedback highlights appreciation for financial support enabling their children to access experiences otherwise unaffordable.</li> <li>• Pupil voice reflects enjoyment and positive attitudes towards learning as a result of enrichment opportunities.</li> </ul> |  |
| Safeguarding/Family Support Worker appointed to work with vulnerable families.                                            | £9,884 | <ul style="list-style-type: none"> <li>• Positive outcomes for disadvantaged and vulnerable families supported by the Safeguarding Need/Support Worker.</li> <li>• Records show increased parental engagement through meetings, workshops and targeted support sessions.</li> <li>• Improved attendance and punctuality of pupils from families receiving support.</li> </ul>                                                                                                                                                                                                                                      |  |
| Parent workshops are well attended by disadvantaged pupils' parents.                                                      | £900   | <ul style="list-style-type: none"> <li>• Attendance registers show strong participation of disadvantaged pupils' parents at workshops.</li> <li>• Parent feedback surveys and focus groups highlight the value and relevance of workshops.</li> <li>• Increased parental engagement is evidenced through follow-up actions, such as improved home-school communication and support for learning at home.</li> <li>• Staff observations note greater confidence among parents in supporting their children's learning.</li> </ul>                                                                                   |  |

**Total budgeted cost: £49,995**

## Part B: Review of outcomes in the previous academic year 2025/26

### Pupil premium strategy outcomes

| Desired outcomes                                                                                                                                                                                                        | Chosen action/approach                                                          | Impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All PP pupils make good rates of progress and attain well including those with English as an Additional Language.</p> <p>Teachers have good knowledge of needs of PP pupils and have the skills to address them.</p> | Staff receives support, training and coaching to improve high-quality teaching. | <p>All teaching staff have had training on the Walkthrus. These are starting to be used in lessons across the Academy.</p> <p>Coaching strategy is starting to have a positive impact on teaching practice.</p> <p>Increasing use of the Teaching and Learning Framework by all staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                         | Targeted interventions and focussed tracking of progress.                       | <p>ISPs have received training on SMART targets, Precision teaching, Social Stories and Comic Strip Conversations and are moving towards more in class support.</p> <p>Pupil Progress meetings have had a more deliberate focus on all disadvantaged pupils including PP pupils. Following these, more training has been delivered by the SENCo to ensure staff are making adaptations and reasonable adjustments for PP pupils in class. Support and advice provided by SENCo following classroom observations of pupils.</p> <p>SENCO has monitored provisions in place for disadvantaged pupils.</p> <p>Pupil voice, books look have been consistent and feedback has been timely to support further development.</p> <p>Data analysis and monitoring have been rigorous.</p> |

|  |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Staff receive training on pupils with multiple vulnerabilities.                                | <p>Targeted support strategies for SEND &amp; PP pupils evidenced.</p> <p>Intervention trackers on Edukey are being used however the use of SMART targets and recording of additional notes needs to be improved further during 2026-2027 academic year.</p> <p>Training for staff around SEND and PP pupils have been delivered. Next year, SENDCo and Inclusion Lead will deliver more training on Ordinarily Available Provision and different strategies that can be adopted within the classroom.</p>                                    |
|  | Staff training to support all classes providing a rich stimulation of language and vocabulary. | <p>EAL baselines and assessments are being used and analysed.</p> <p>Teaching staff have had training on oracy strategies using the Walkthrus. This will be expanded during 2026-2027 academic year.</p> <p>Widgets, communication boards and visuals are being used to support all pupils within lessons.</p> <p>Working walls embedded in all classrooms as a tool to support pupils. These include the use of widgets to increase accessibility.</p> <p>Staff have been trained on use of social stores and comic strip conversations.</p> |
|  | Subject leadership training on supporting Pupil Premium Pupils across the curriculum.          | <p>Adaptations and alterations are being planned and delivered to ensure pupil progress in all subjects.</p> <p>Book looks and pupil voice demonstrate that needs are being met.</p>                                                                                                                                                                                                                                                                                                                                                          |
|  | EAL strategy quickly identifies interventions needed for disadvantaged pupils with EAL.        | EAL interventions are being tracked on Edukey as well as Arbor assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                               |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               |                                                                                                                            | <p>EAL Baseline and progress assessments are being used and showing impact of interventions.</p> <p>EAL Lead has led staff training on strategies for interventions and in class support for ISPs and teachers.</p> <p>Pupil Progress meetings have had a more deliberate focus on PP pupils.</p>                                           |
|                                                                                               | ISPs are used in class interventions to support pupils with multiple vulnerabilities.                                      | <p>ISPs are trained to identify the specific needs of pupils in order to adjust and amend work in class, ensuring they achieve.</p> <p>Widgets and targeted resources are used effectively to support pupils with multiple vulnerabilities.</p> <p>Images and flashcards are used alongside working walls to engage and support pupils.</p> |
| <b>Desired outcomes</b>                                                                       | <b>Chosen action/approach</b>                                                                                              | <b>Impact:</b>                                                                                                                                                                                                                                                                                                                              |
| All disadvantaged pupils have opportunities and benefit from wider curriculum and enrichment. | Every disadvantaged pupil will receive financial support to access enrichment opportunities including 1 x curriculum trip. | <p>Finance records confirm funding has been allocated to ensure disadvantaged pupils can access trips, clubs and enrichment activities.</p> <p>Pupil voice reflects enjoyment and positive attitudes towards learning as a result of enrichment opportunities.</p>                                                                          |
|                                                                                               | Parent workshops are well attended by disadvantaged pupils' parents.                                                       | <p>Attendance registers show participation of disadvantaged pupils' parents at workshops.</p> <p>Increased parental engagement is evidenced through registers for school events.</p>                                                                                                                                                        |

| Desired outcome                                                                       | Chosen action/approach                                                                     | Impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents more effectively support their pupils learning and engagement in school life. | Family Support Worker increases parental engagement.                                       | <p>Case studies and records of parental engagement show they feel supported by the FSW.</p> <p>Improved communication logs are being completed on My Concern and Arbor.</p>                                                                                                                                                                                                                                                                                                                                              |
|                                                                                       | Family Support Worker appointed to work with vulnerable families.                          | <p>Case studies demonstrate positive outcomes for disadvantaged and vulnerable families supported by the Family Support Worker.</p> <p>Records show increased parental engagement through meetings, workshops and targeted support sessions.</p> <p>Improved attendance and punctuality of pupils from families receiving support.</p>                                                                                                                                                                                   |
|                                                                                       | Every disadvantaged pupil is provided with two pieces of uniform during the academic year. | <p>School records confirm that all disadvantaged pupils receive at least one item of uniform each year.</p> <p>Pupil voice reflects a sense of belonging and pride.</p> <p>Improved consistency in uniform standards across disadvantaged pupils.</p>                                                                                                                                                                                                                                                                    |
|                                                                                       | Analysing and monitoring the attendance of disadvantaged pupils.                           | <p>Disadvantaged pupil attendance data shared with SLT and compared against national benchmarks and non-disadvantaged pupils. Increased communication with teaching staff to identify reasons for absence and address barriers to attendance.</p> <p>Attendance of disadvantaged pupils meets or exceeds national standards.</p> <p>Meetings with parents of disadvantaged pupils by the attendance team happens when attendance starts to become a concern. Arbor AI system for attendance monitoring and tracking.</p> |

### Hardingstone Academy Pupil Premium Data 2025 - 2026

|                                           | <b>All</b><br>(School) | All<br>(National) | <b>Pupil<br/>Premium</b><br>(School) | <b>Pupil<br/>Premium</b><br>(National) | <b>Non-<br/>Pupil<br/>Premium</b><br>(School) | <b>Non-<br/>Pupil<br/>Premium</b><br>(National) |
|-------------------------------------------|------------------------|-------------------|--------------------------------------|----------------------------------------|-----------------------------------------------|-------------------------------------------------|
| <b>Attendance</b>                         | 94.3%                  | 94.5%             | 91.9%                                | 92.0%                                  | 95.4%                                         | 95.4%                                           |
| <b>EYFS Good Level of<br/>Development</b> | 85%                    | 68%               | 100%                                 | 50%                                    | 83%                                           | 71%                                             |
| <b>Y1 Phonics Screening Check</b>         | 91%                    | 80%               | 80%                                  | 68%                                    | 94%                                           | 84%                                             |
| <b>Y2 Phonics Screening Check</b>         | 85%                    | 89%               | 67%                                  | 82%                                    | 93%                                           | 92%                                             |
| <b>Y4 MTC Average</b>                     | 21.2                   | 21.0              | 14.3                                 | 19.3                                   | 22.8                                          | 21.7                                            |
| <b>Y6 Reading</b>                         | 83%                    | 75%               | 50%                                  | 62%                                    | 91%                                           | 80%                                             |
| <b>Y6 Writing</b>                         | 79%                    | 72%               | 50%                                  | 58%                                    | 87%                                           | 78%                                             |
| <b>Y6 Maths</b>                           | 79%                    | 74%               | 67%                                  | 59%                                    | 83%                                           | 79%                                             |
| <b>Y6 SPAG</b>                            | 83%                    | 73%               | 50%                                  | 59%                                    | 91%                                           | 78%                                             |
| <b>Y6 RWM</b>                             | 66%                    | 62%               | 50%                                  | 47%                                    | 70%                                           | 69%                                             |