

# St Oswald's Pupil Premium Strategy- St Oswald's C.E. Primary School 2024-2027



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	44 (21.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3 year plan Previous plan ran from 2021-2024 This is a new plan
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Rebecca Wood
Pupil premium lead	Rebecca Wood
Governor / Trustee lead	Phil Lamb

## Disadvantaged

45 of your school's 199 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 22.6% of your cohort.

This is 3.7% lower than the national average of 26.3%.

25.6% (23) of your female pupils are disadvantaged, 0.7% lower than the national of 26.3%. 20.2% (22) of your male pupils are disadvantaged, 6.1% lower than the national of 26.3%.

Disadvantaged pupils contribute £66,600 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding [here](#)

### DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Female	Male	Total	Finance
R	4	n/a	4	£5,920
1	2	6	8	£11,840
2	1	5	6	£8,880
3	1	1	2	£2,960
4	4	1	5	£7,400
5	6	5	11	£16,280
6	5	4	9	£13,320
Other	0	0	0	£0
Unknown	1	0	1	£1,480
<b>Total</b>	<b>24</b>	<b>22</b>	<b>46</b>	<b>£68,080</b>

### SEN PROVISION (K/E)

DIFFERENCE  
-10.6%



SEN Support: 17.8%, 23.4%  
SEN EHC Plan: n/a, 5.0%

17.8% (8) of your disadvantaged pupils have a SEN provision, 10.6% lower than the national of 28.4%.

### MINORITY ETHNICITY

DIFFERENCE  
-30.5%

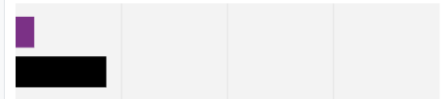


Minority Ethnicity: 6.7%, 37.2%

6.7% (3) of your disadvantaged pupils are minority ethnicity, 30.5% lower than the national of 37.2%.

### EAL

DIFFERENCE  
-17.0%



EAL: 4.4%, 21.4%

4.4% (2) of your disadvantaged pupils have a first language other than English, -17.0% lower than the national of 21.4%.

School National

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,460
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£941
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	N/A
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,401

# Part A: Pupil premium strategy plan

## Statement of intent

As a school we strive to support all disadvantaged pupils by using an evidence informed approach based on the Education Endowment Fund tiered approach.

### Key Principles

Our intent is that all pupils, irrespective of their background, make good progress and attainment across all subject areas at St. Oswald's. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support as this is proven to have the greatest impact on closing the disadvantage attainment gap, as well as benefitting non-disadvantaged pupils.

We provide tailored support of the precise type required to enable academic success for all pupils. We apply evidenced informed practice through robust diagnostic assessments to break down and overcome barriers as part of the learning journey.

The individual child is at the heart of our approach, children have varying needs; they learn at different rates and in various ways and to that end flexibility is crucial, we support children through a multi sensory approach, using clear regulation strategies and ensuring the classrooms are SEMH friendly.

It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers, leading to all pupils reaching age-related expectations by the end of Year 6. It is our aim for all pupils to achieve their potential.

Our aim is to act early to intervene at the point that a need is identified, ensure all pupils are challenged in the work that is set and a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations.

As leaders and teachers we have carefully considered the context of our school and recognise that in our setting many pupils are not eligible for Pupil premium who experience disadvantage. This includes children who have experienced a potentially traumatic event (ACE's), those who are awaiting or already have a SEN diagnosis and those whose parents both go out to work and challenges may arise around parental time.

To ensure that our approach is effective we;

- ensure quality first teaching is the biggest lever for progress for all pupils
- appropriate provision will be made for vulnerable pupils ensuring there is an appropriate level of challenge as well as the support, scaffolds and adaptations when required.

- recognise that not all pupils who receive free school meals will be socially disadvantaged or that not all pupils that are socially disadvantaged are registered/qualified for free school meals
- allocate the pupil premium funding appropriately and equitably for any pupil / groups of pupils in our school
- funding will be allocated after internal data and information has been analysed to pinpoint priority individuals, groups or classes How our pupil premium strategy plan will work towards achieving those objectives. The range of provision the school will make for this group include:
- allocate time for booster groups in kS2 providing small group work with an experienced teacher focused on closing gaps in learning
- allocate an experienced HLTA to provide 1-1 phonics support in KS1 and beyond
- attend regular meetings to discuss pastoral and academic challenges and the interventions that are in place for those children ensuring that there is a flexibility of approach.
- Provide additional opportunities to improve speaking and listening through targeted interventions (Talk About, Talking Partners and ECAT)
- Ensure that behaviour and nurture support provide activities to engage and promote St. Oswald's values and British values thus enhancing learning
- Support pupils to develop self-regulation and metacognition skills
- Pay for enrichment activities for pupils (educational visits/residential visits) ensuring children have first-hand experiences to use in their learning in the classroom

This list is not exhaustive and will change according to the needs and support of our socially disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Children enter school below ARE in English including Speaking and Listening</b></p> <p>Meeting age-related expectations in speaking and listening Assessment, learning walks, observations and discussions with pupils indicate oral language, listening and vocabulary gaps among many disadvantaged pupils across school; they are more predominant amongst the pupil premium pupils.</p>

2	<p><b>Meeting age-related expectations in Reading fluency and comprehension.</b></p> <p>Meeting age-related expectations in reading Robust diagnostic assessments indicate that reading attainment of disadvantaged pupils is significantly below non-disadvantaged pupils. Baselines for Reading in September 2024 showed that 67% of disadvantaged pupils were commencing in reading across the whole school and 33% were working below compared with 23% of non-disadvantaged pupils commencing</p>
3	<p><b>Meeting age-related expectations in Maths fluency.</b></p> <p>Teacher observations and robust diagnostic assessments indicate that maths attainment of disadvantaged pupils is significantly below non disadvantaged pupils.</p> <p>The 2023/24 baseline assessments indicate show 38% of disadvantaged pupils are working below ARE and 62% are commencing in the year group compared with Non disadvantaged pupils where 24% are commencing into the year group with no pupils working below ARE</p>
4	<p><b>Whole School Writing assessments show that Disadvantaged pupils attain lower than their peers.</b></p> <p>End of year assessments in 2024 show 29% of disadvantaged pupils are working below ARE compared with 8% non-disadvantaged.</p> <p>Particularly in Spelling Punctuation and Grammar.</p> <p>Assessments, observations and professional judgements show indications that disadvantaged pupils generally require additional support in written communication.</p>
5	<p><b>Reduced opportunities for experiencing enrichment/cultural capital to succeed in life</b></p> <p>Observations and discussions with pupils and families have identified there has been reduced enrichment opportunities due to school closures during the Covid 19 pandemic as well as financial pressures on families. These challenges particularly affect disadvantaged pupils, including their attainment. As a school, we are looking at increasing these opportunities and having a School wide offer.</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
Attainment in speaking and listening in line with National.	<p>Attainment to be in line with National in speaking and by the end of KS2. Diagnostic assessment, learning walks and observations when triangulated with other evidence such as book scrutiny and engagement in lessons.</p> <p>The school has engaged with the Voice 21 training materials.</p>

Disadvantaged pupils achieve in line with non-disadvantaged peers in reading and writing.	Attainment to be in line with National in reading by the end of KS2
Disadvantaged pupils achieve in line with non-disadvantaged peers in maths	Achieve accelerated progress in maths from pupils' starting points to end of KS2
Increased Enrichment /cultural capital / life experiences outside of the community	Ensure first hand experiences have a positive impact on classroom learning and engagement, such as their referencing in pupils' writing. High levels of enrichment will be demonstrated by pupil voice, parent surveys and teacher observations as well as increased participation in enrichment activities.

## 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: £ : £44,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External CPD Using Voice 21 (£3271)</p> <p>Quality first teaching promoting the importance of spoken language and verbal interaction in the classroom:</p>	<p>Speaking and listening skills are not in line with National. Some pupils are not able to talk in full sentences that are coherent, connect ideas and explain their understanding. As a result, speaking and listening assessment is taking place each half term for class teachers to monitor this. The approach has been based on recommendation 1 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports.</p> <p><a href="#">Voice 21   Oracy   United Kingdom</a></p> <p>Limited use and breadth of vocabulary is evident, often reflecting pupils' experiences outside school. Children answer using single words, sometimes two/three word sentences and find it difficult to articulate full coherent sentences. The approach has been based on recommendation 1 of the EEF Improving Literacy in Key</p>	1,2,3

<p>-Targeted reading aloud and book discussions. - Explicitly extending pupils' spoken vocabulary - purposeful, curriculum focused dialogue and interaction -pair/group work allowing pupils to share thought process</p>	<p>Stage 1 guidance report where high quality adult-child interactions are important and sometimes described as talking with children rather than just to them. The approach has been based on recommendation 2 of the EEF Improving Literacy in Key Stage 2 guidance report to support pupils to develop fluent reading capabilities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>The approach has been based on recommendation 1 of the EEF Improving Literacy in Key Stage 2 guidance report to extend pupils' vocabulary by explicitly teaching new words and providing repeated exposure to them. Writing is also a key area of focus in school. Mighty writer is a tactile teaching and learning resource purchased to support the way children learn to write through a visual and engaging way. It also promotes reading skills, speaking and listening and developing language. The approach has been based on recommendations 1 and 2 of the EEF Improving Literacy in Key Stage 1 guidance report to provide collaborative activities where pupils hear language taught and modelled explicitly in a way that motivates and engages. The approach has been based on recommendation 3 of the EEF Making best use of TAs guidance report to improve the nature and quality of TAs' talk to pupils to support the improvement of learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-modelling-language&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-modelling-language&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	
<p>Reading High quality first class teaching focusing on fluency and comprehension - the implicit teaching of approaches and techniques to improve their comprehension of written text - metacognitive talk to model strategies - teachers questioning pupils to apply key</p>	<p>From internal data, reading was not in line with National standards in 2023/2024. On average, disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Since the focus on reading internal data has begun to show improvements.</p> <p>The approach has been based on recommendations 3 and 4 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports and the use of teacher modelling. EEF toolkit suggests +6 months impact of reading</p>	<p>2</p>

<p>steps. Books purchased (New Books in class libraries and main library- £1000)</p>	<p>comprehension strategies. Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not developing phonological awareness at the same rate of others due to having less exposure to books and the spoken word at home. The approach has been based on recommendations 2 and 3 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports. Phonic approaches are very effective in supporting early readers to master the basics of reading. It is more successful when embedded in a literacy rich environment. Early readers will have phonic related books to ensuring that they are developing word recognition and phonemes/ graphemes are matched appropriately. EEF toolkit suggests +5 months progress.</p> <p>Library in school used with high quality books</p>	
<p>Writing supported through scaffolded approach. A focus on sentence structure across the whole school A focus on Writing fluency and the foundations for writing</p>	<p>Internal data highlights that writing is not inline with national data. Moderations highlight the gaps in writing. Writing remains a focus across the school- producing high quality pieces of writing for a range or purposes. <a href="#">Improving Literacy in Key Stage 2   EEF</a> <a href="#">The writing framework</a></p>	2
<p>Metacognition CPD - teaching of metacognitive strategies -staff modelling metacognitive strategies -embed across school</p>	<p>High quality staff CPD is essential in these focus areas in order for it to be taught effectively in classrooms. The EEF Effective Professional Development guidance report has been used to identify the mechanisms to use alongside the building of teacher knowledge and embedding this practice.</p> <p>Disadvantaged pupils need to be explicitly taught how to use metacognitive and self-regulatory strategies encouraging them to practise and use the skills in order to manage their own learning and overcome challenges in their future</p> <p>In maths, metacognition allows pupils to plan, monitor, explain and evaluate their thinking and learning. EEF Teaching and Learning toolkit illustrates +7 months impact for metacognition and self-regulation</p> <p>Work with the Maths Hub</p>	2,3,4
<p>Staff CPD with Developing Oracy and Maths across the</p>	<p>Maths Hub <a href="https://www.emsmathshub.org.uk/mastering-number/">https://www.emsmathshub.org.uk/mastering-number/</a></p>	1234

school and continuing to embed quality writing approach	<a href="#">Voice 21   Oracy   United Kingdom</a>	
Purchase of standardised assessments for Maths £700	Pearson Maths Assessments	3
Targeted support in class to support scaffold learning TA's	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20as">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20as</a>	4

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

Budgeted cost:

£ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Booster groups for Year 6 pupils who have gaps in their knowledge</p> <p>Additional targeted reading sessions targeted at pupils who require further word reading and fluency support</p>	<p>Phonics has a positive impact overall (+5 months extensive evidence and is an important component for developing early reading skills</p> <p>Targeted interventions are focused for academic year as boosters in Year 6 as a result of the high percentage of pupil premium pupils who did not reach age related expectations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?</a></p>	1,2,3

<p>Times Table Rock stars (£114.44) -to ensure pupils develop fluent recall of facts Doodle Maths -to ensure pupils develop fluent recall of facts (£1245.60)</p>	<p>Due to the mastery approach in maths, reasoning and problem solving has improved, however, fluency across school has declined. I</p> <p>In order to raise the level of fluency in facts the school has purchased Doodle Maths from Years 1-6 and Times Table Rock Stars from Years 2- 6. Analysis gaps from internal data show that pupils are not secure in their knowledge of their number facts in KS1 and times tables and number facts in KS2. This is having a negative impact on their reasoning and problem solving as the lack of fluency is hindering progress and attainment.</p>	<p>3</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential costs £3000	For the vast majority of our pupils, the school residential is the only time during the year they are away from home. It is essential for their wellbeing that they experience different settings and different teambuilding activities. Year 3/4 residential Lea Green Year 5/6 residential Lea Green	5
Educational / Class visits £3,000	All educational visits are linked to topics. These are essential for wellbeing and for children to have first-hand experiences to extend, and enrich their cultural capital.	5

**Total Budget £66,401**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

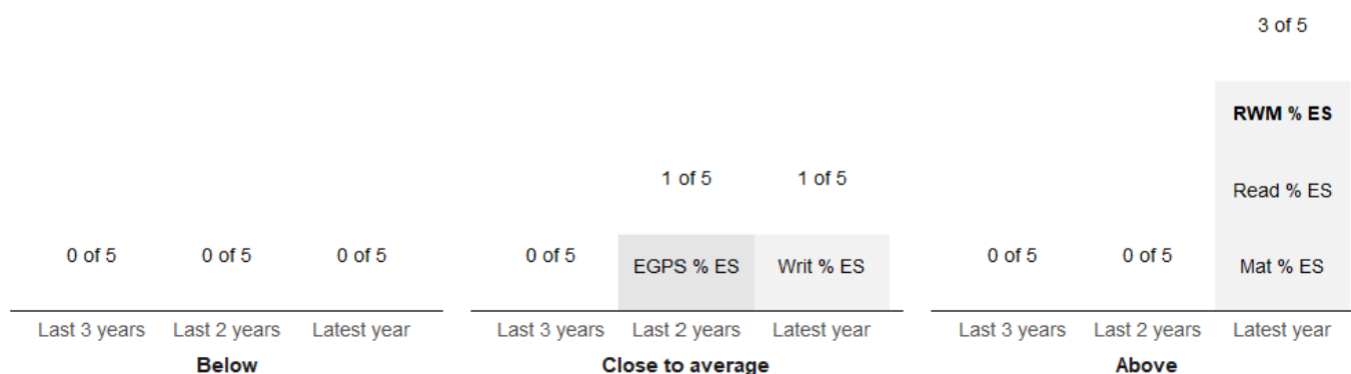
Below reflects our attainment for 2025 KS2. This is based on statutory assessments.

#### Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	8	-	-	-	-	-
2024	9	-	-	-	-	-
2023	11	-	-	-	-	-



### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	36%	46%	Below (non-sig)	68%	-32	Not applicable	Not applicable
2025	8	63%	47%	Above (non-sig)	69%	-7	Narrowing	-
2024	9	33%	46%	Close to average (non-sig)	67%	-34	Narrowing	-
2023	11	18%	44%	Below (non-sig)	66%	-48	Not available	-

### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	68%	62%	Close to average (non-sig)	80%	-12	Not applicable	Not applicable
2025	8	75%	63%	Above (non-sig)	81%	-6	Narrowing	-
2024	9	56%	62%	Close to average (non-sig)	80%	-24	Widening	-
2023	11	73%	60%	Above (non-sig)	78%	-6	Not available	-

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	43%	59%	Below (non-sig)	78%	-35	Not applicable	Not applicable
2025	8	63%	59%	Close to average (non-sig)	78%	-16	Narrowing	-
2024	9	44%	58%	Below (non-sig)	78%	-33	Narrowing	-
2023	11	27%	58%	Below (sig-)	77%	-50	Not available	-

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	57%	60%	Close to average (non-sig)	80%	-23	Not applicable	Not applicable
2025	8	75%	61%	Above (non-sig)	81%	-6	Narrowing	-
2024	9	56%	59%	Close to average (non-sig)	79%	-24	Narrowing	-
2023	11	45%	59%	Below (non-sig)	79%	-34	Not available	-

### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	68%	59%	Above (non-sig)	78%	-11	Not applicable	Not applicable
2025	8	63%	60%	Close to average (non-sig)	79%	-16	Narrowing	-
2024	9	56%	59%	Close to average (non-sig)	78%	-23	Widening	-
2023	11	82%	59%	Above (non-sig)	78%	4	Positive gap	-

## Disadvantaged pupils' performance

### Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25	63%	47%	Above
2023/24	33%	46%	Close to average
2022/23	18%	44%	Below

### Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25	75%	63%	Above
2023/24	56%	62%	Close to average
2022/23	73%	60%	Above

### Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	43%	59%	Below
2024/25	63%	59%	Close to average
2023/24	44%	58%	Below
2022/23	27%	58%	Below

### Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25	75%	61%	Above
2023/24	56%	59%	Close to average
2022/23	45%	59%	Below

## Phonics Outcomes for Disadvantaged Pupils;

All disadvantaged Pupils attained Phonics standard in 2024

As a school we were 89% which is above National.

## Multiplication outcomes for Disadvantaged Pupils;

50% of disadvantaged Pupils attained 20+ score on the multiplication test

## 2025 Outcomes

**Phonics outcomes** 90% pass rate for this cohort of pupils. Out of the 3 pupils he did not pass 2 receive FSM funding. 4 /6 pupils (66%) passed the phonics test compared with 95% of non disadvantaged pupils who passed the phonics test. This is in line with National

## Multiplication Outcomes

Maths fluency particularly in relation to Multiplication is having an impact upon disadvantaged pupils. 80% of disadvantaged pupils achieved pass mark of 20 and above, where as 65% of non-disadvantaged pupils achieved pass mark of 20 and above.

## Key Stage 2 Outcomes 2025

All Key Stage 2 Outcomes are above National for disadvantaged Pupils

Full Marks	10.0	11a	20.0	30.0	11a	24.0	30.0	Low response	
<b>KS2</b>									
No. Pupils	11	86	44.0	9	67	45.5	8	25	47.4
%EXS+ RWM	18.2	86	44.0	33.3	67	45.5	62.5	25	47.4
%EXS+ Reading	72.7	33	60.2	55.6	69	62.4	75.0	31	63.1
%EXS+ Writing	27.3	90	57.9	44.4	78	58.5	62.5	47	59.4
%EXS+ Maths	45.5	75	58.8	55.6	59	59.1	75.0	27	60.5
%EXS+ SPAG	81.8	18	58.9	55.6	60	58.9	62.5	49	59.7
Reading APS	104.6	29	102.4	103.0	49	102.7	105.1	29	103.0
Maths APS	98.5	77	101.3	101.9	45	101.5	101.1	56	101.8

## Externally provided programmes

Programme	Provider
Times Table Rock stars	Times Table Rockstars
Doodle Maths	ezeeducation
SPAG intervention programme	Pearson
Jolly Grammar	No Nonsense Grammar
No Nonsense Spelling	

Ratified at FGB on 15<sup>th</sup> July 2024 following a discussion at the Learning and Teaching committee on 11<sup>th</sup> July 2024

Reviewed at the Resources for Learning Committee November 2025