



# Belleville Wix Academy

## Pupil Premium Strategy Statement for 2022 - 2025

This statement details our school's use of pupil premium and the recovery premium for the last academic year, 2023-24 as well as the funding for this current academic year, to help improve the attainment of our disadvantaged pupils. It outlines our three year pupil premium strategy on how we intend to spend the funding throughout this time period. Our review of 2022-23 is on our school website.

### School Overview – 2023-24

Detail	Data
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	47 pupils – 17.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>a 3 year plan is recommended by the DfE</b> )	2022 - 2025
Date this statement was first published	December 2022
Date this reviewed statement was published	September 2024, following a review in July '24
Date on which it will be reviewed	July 2025
Statement authorised by	Headteacher
Pupil Premium Leads	Deputy Heads

### Funding overview

Detail for 2023-24	Amount
Pupil Premium funding allocation for the academic year 23-24	<b>£68, 385</b> <b>47 pupils – 17.9%</b>
Recovery Premium funding allocation for 2023-24	<b>£7,540</b>
Pupil Premium funding carried forward from previous year	£ 0
<b>Total budget for the academic year 2023-24</b>	<b>£75,925</b>
Detail for 2024-25	Amount
Pupil Premium funding allocation for the academic year 24-25	<b>£62,160</b> <b>42 pupils – 14.6%</b> <b>287 pupils</b>
Pupil Premium funding carried forward from previous year	£ 0
<b>Total budget for the academic year 2023-24</b>	<b>£62,160</b>

# Pupil Premium Strategy Plan

## Statement of intent

We want to use the funding to:

- Ensure all our disadvantaged pupils achieve outcomes that are at least in line with all other pupils.
- Ensure that our disadvantaged pupils are able to have the same outcomes, feel as safe in school and have the same cultural experiences as their peers.
- Build positive relationships with the families of disadvantaged pupils so that they are more likely to receive the support at home that their peers enjoy.

High quality teaching is at the heart of all we do, as set out in our Trust School Improvement Plan below. At BWA we do all we can to know every individual pupil well through early, robust diagnostic assessment and identification of needs. We value parent partnership and work with families to support the holistic needs of their children. This ensures teachers and leaders can identify the barriers and challenges our pupils have which enables us to support them so they excel and achieve high standards of attainment – as reflected in our WIT triangle.



Quality First Education Trust

Improvement Plan 2023/24

## Relentless drive for improvement, excellence and equality

### Aims

**Our aim is that all children and adults:**

- Are safe
- Are excellent learners
- Have excellent social and emotional skills
- Achieve and succeed



### Mantra

**For all children and adults:**

- 1) Know where we are going
- 2) Recruit, retain and develop excellent people
- 3) Ensure we know what to do
- 4) Ensure we know why we are doing the task
- 5) Ensure we have excellent skills to do the task
- 6) Ensure we have excellent resources to do the task
- 7) Ensure we do the task with excellence
- 8) Monitor, evaluate and improve

## Challenges

Details of the key challenges to achievement that we have identified for our disadvantaged pupils are set out in the table below. Disadvantaged refers to pupils eligible for the PP funding.

Challenge number	Detail of challenge
1	Many disadvantaged pupils have lower starting points when they start in the EYFS or at other points in the school year when they join.
2	Pupils who have a SEND, and are also eligible for the PP funding, have many barriers to learning to overcome.
3	Attainment of many disadvantaged pupils in reading is lower than their peers.
4	Attainment of many disadvantaged pupils in writing is lower than their peers.
5	Attainment of many disadvantaged pupils in maths is lower than their peers.
6	Building effective relationships with some families of PP pupils can be difficult and complex.
7	Attendance of PP pupils is lower than their peers and many of the PA are PP pupils.
8	The partial closure of schools has impacted on some pupil's social and emotional health more than others.

## Intended Outcomes

This table sets out 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
The quality of teaching for all pupils is good or better.	The quality of teaching is good or better across the school.
Provide high quality provision in the EYFS so that pupils who need to make accelerated progress, to catch up with their peers, do.	All pupils make good or better progress. Pupils with low starting points make accelerated progress. Pupils who have additional barriers to learning receive the support they need.
Ensure pupils with a SEND are supported effectively.	SEND provision is good. Pupils feel supported. Families say they are well supported.
Pupils will attain at least in line with national averages.	End of KS results are in line with national averages.
Basic skills gaps in learning have been identified and are being addressed.	Attainment data shows gaps are narrowing. Teachers and leaders can identify what has gone well to narrow gaps, what needs to be improved and take steps to address improvements.

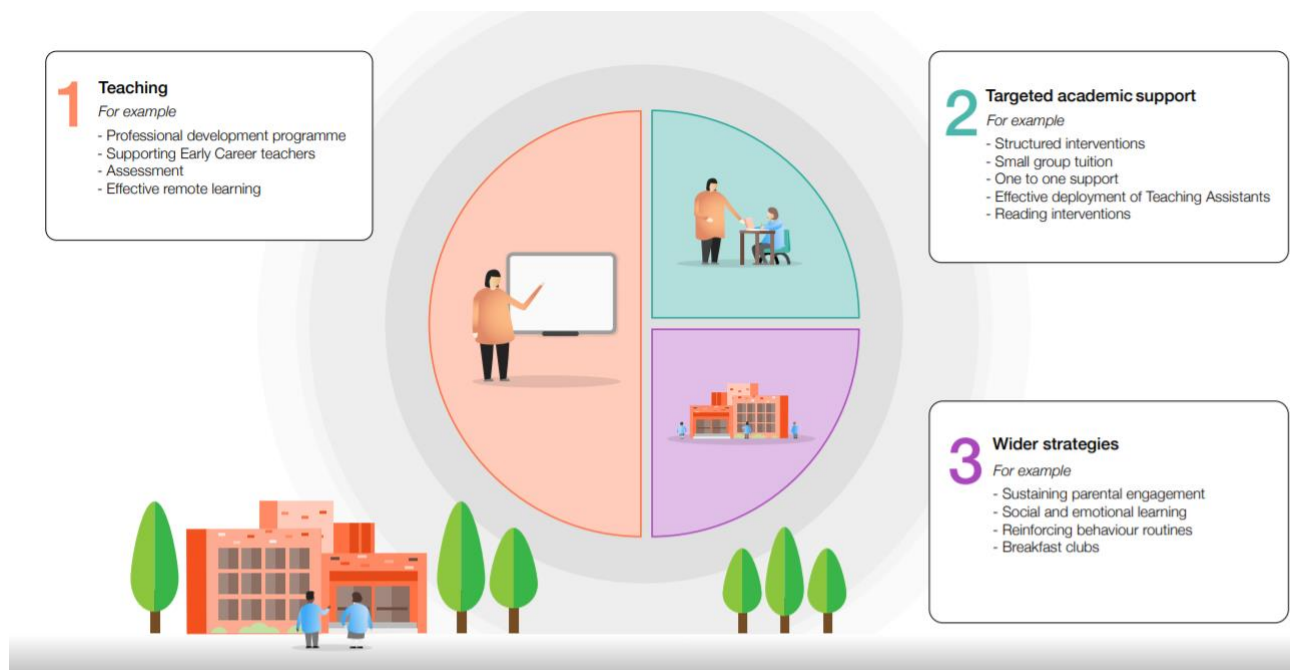
Reduce the no. of PP pupils who are PA's.	Sustained improvement in the no. of PP pupils who are PA's.
Improved engagement of parents and carers of PP pupils.	Families report they are well supported. Barriers are removed to support parents and carers attend workshops. Parents and carers of PP pupils attend Parent Teacher meetings.
PP pupils participate in extra-curricular activities – barriers are removed so a pupil attends a club they would like to attend.	Majority of clubs offer a discount for all PP families to access. PP pupils have accessed the extra-curricular clubs they would like to attend.
Ensure we support every pupil so they have the skills and knowledge to know how to look after their wellbeing, particularly those who are disadvantaged.	PP pupils report they feel their voice is heard. Pupils are ready to learn most of the time. An improvement in the use of social skills during play times.

## Activity in this academic year of 2024-25

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

We have used the [EEF Guides to the Pupil Premium](#) to help us.

This diagram summarises our overall approach.



## Teaching

Investing in high-quality teaching through

- training and professional development for all teachers
- timely recruitment and a focus on retention
- effective support for teachers early in their careers

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Effective CPD for all teaching staff to ensure the quality of teaching is good or better for all pupils, through effective CPD for staff</p>	<p><a href="#">Bob Schwartz</a>, professor of practice in the Harvard Graduate School of Education, stated in an <a href="#">OECD essay</a>, “What is the most important school-related factor in pupil learning: the answer is teaching”.</p> <p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF Guidance Reports  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	<p>1,2,3,4,5,8</p>
<p>Active retention of good teachers, robust recruitment and careful deployment of experienced teachers (with a track record of improving attainment) to ensure quality first teaching</p>	<p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF Guidance Reports  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	<p>1,2,3,4,5,6,8</p>

NELI – purchased, training and implementation	<p>EEF Guidance Reports</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p>	1, 2,3,4,5
Continue to review and improve our reading provision through effective CPD and high quality texts	<p>Using the DfE and EEF guidance as well as other research that we find during our improvement journey.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,3
Continue to review and improve our writing provision through effective CPD	<p>Using the DfE and EEF guidance as well as other research that we find during our improvement journey.</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>	1,2,4
Continue to review and improve our maths provision through effective CPD	<p>Using the DfE and EEF guidance as well as other research that we find during our improvement journey.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	1,2,5
Effective CPD for our TA's	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course</a></p>	1,2,3,4,5,8

## Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge addressed
Experienced teachers support pupils in small groups or 1:1	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4,5,8
Effectively deploy TAs to support first quality teaching and support in class	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4,5,8
Support pupils to improve learning behaviours, when required	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	1,2,3,4,5,6,8
Use gap analysis to target gaps (e.g. phonics tracker, termly test analysis, as well as long & short term memory recall activities)	<p>Targeted tuition for specific needs and knowledge gaps can be effective to support low attaining pupils, those who are falling behind or those with gaps. We use Century in KS2 and Doodle in KS1.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4,5,8
Secure the services of other professionals to ensure we have the knowledge and skills to support pupils with additional barriers to learning	<a href="https://www.gov.uk/government/publications/supporting-send/supporting-send">https://www.gov.uk/government/publications/supporting-send/supporting-send</a>	1,2,3,4,5,6,8



## Wider strategies

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Improve the quality of social and emotional learning.</p> <p>Zones of Regulation will be embedded through effective CPD.</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a></p>	6, 8
<p>Support pupils to improve learning behaviours, when required.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a></p>	6, 8
<p>Remove barriers for pupils who are not having a regular a breakfast before the school day starts.</p>	<p><a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children</a></p>	6, 7, 8
<p>Remove barriers for pupils who are not accessing extra-curricular clubs</p>	<p><a href="https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils">https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils</a></p>	6, 7, 8
<p>Work with difficult to reach families.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6, 7

All pupils are able to access essential learning experiences.	Equality objectives.	6, 7, 8
Monitor attendance and take steps to address concerns with parents and other agencies, if necessary.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	6, 7, 8
Work with partners to access counselling to support emotional health and wellbeing	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6, 7, 8

**Total budgeted cost: £ 63,000**

### Externally provided programmes

The DfE asked that schools include the names of any non-DfE programmes that we purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Century	<a href="https://www.century.tech/explore-century/primary-schools/">https://www.century.tech/explore-century/primary-schools/</a>
Phonics tracker	<a href="https://www.phonicstracker.com/">https://www.phonicstracker.com/</a>
Maths No Problem	<a href="https://mathsnoproblem.com/">https://mathsnoproblem.com/</a>
Doodle Maths and English	<a href="https://www.doodlelearning.com/">https://www.doodlelearning.com/</a>
Programmes being considered	Provider
Reading Plus	Hybrid Learning <a href="https://www.readingplus.com/solutions/hybrid-learning/">https://www.readingplus.com/solutions/hybrid-learning/</a>
SATs Bootcamp	<a href="https://www.yearsix.co.uk/sats-boot-camp/">https://www.yearsix.co.uk/sats-boot-camp/</a>

## Further information

We do our best to maximise the impact of our Pupil Premium spending.

### School Culture

We aim to provide a culture where:

- staff believe in ALL pupils
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support pupils to develop “growth” mind sets towards learning

### Analysing Data

We

- ensure all teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses
- analyse data regularly to support us in determining the strategies that will be most effective to improve pupil outcomes

### Identifying Pupils

We ensure that:

- all teaching staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable pupils are
- all pupil premium pupils benefit from the funding, not just those who are underperforming as underachievement at all levels is targeted (not just lower attaining pupils)

### Quality First Teaching

We will continue to ensure that our teachers are supported effectively so that all pupils receive good or better teaching by

- providing high quality CPD
- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- sharing good practice within the school, trust and draw on external expertise
- improving assessment through joint levelling and moderation

### Individual Support

There should be no stigma attached to being in an intervention at BWA. Everyone needs something, whatever that might be, and it is our job to provide WIT – Whatever It Takes.

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each pupil and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- leaders delivering high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide

- working with other agencies to bring in additional expertise
- providing workshops for parents – in small groups or 1:1
- tailoring interventions to the needs of the pupil (e.g. trigger and build maths sessions)

### **Monitoring and Evaluation**

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected regularly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff attend and contribute to pupil progress meetings each term and the identification of pupils is reviewed
- feedback is given to pupils and parents regularly
- interventions are adapted or changed if they are not working
- SLT hold termly Pupil Progress meetings to evaluate the impact of these strategies, with class teachers
- Phase Leaders are accountable for narrowing the attainment gaps of the PP pupils and their peers

## Part B: Review of outcomes

### Pupil Premium Strategy Outcomes 2023-2024

This details the impact that our pupil premium strategies have had on pupils in the 2023 to 2024 academic year.

Intended outcome	Impact 2023-24
The quality of teaching for all pupils is good or better.	The quality of teaching was good or better across the school. Staff were supported effectively to meet the needs of all pupils.
Provide high quality provision in the EYFS so that pupils who need to make accelerated progress to catch up with their peers do.	<p>Results at the end of the <b>EYFS</b> were very strong and above national.</p> <ul style="list-style-type: none"> <li>• 5 of our 42 pupils were eligible for the PP grant.</li> <li>• 3 of the 5 disadvantaged pupils achieved GLD.</li> <li>• 86% of the Reception cohort secured a GLD.</li> </ul> <p>All disadvantaged pupils made good or better progress, from their starting points.</p> <p>Pupils who had additional barriers to learning received the support they needed to make good or better progress. We worked effectively with parents and external professionals to secure the resources, skills and knowledge needed to provide the best support in school for each pupil.</p>
Ensure pupils with a SEND are supported effectively.	<p>SEND provision was very good. An external review of our provision reflected the strength of the provision in place for all pupils.</p> <p>Pupils feel supported.</p> <p>Families say they are well supported in the parent survey.</p>
Pupils will attain at least in line with national averages.	<p>Key results are in line or above with national averages. See EYFS above. Phonics below and KS2 at the end of the statement.</p> <p>In KS2, there were eight pupils eligible for PP funding. Three pupils did not achieve combined age-related expectations. One eligible pupil didn't make expected progress in writing from TA at the end of KS1, all others made expected or more than expected progress.</p> <p>The gaps between disadvantaged pupils and their peers narrowed in Reading, Writing and Combined, compared with 2023 results.</p> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• 37 out of 40 pupils passed the Phonics Screening – 92.5%. This will be above National.</li> <li>• There were 3 disadvantaged pupils. All 3 pupils passed the screening - 100%.</li> </ul>

<p>Basic skills gaps in learning have been identified and are being addressed.</p>	<p>Teachers and leaders continued to reflect on what worked to narrow gaps for groups and individuals, what we needed to develop and took steps to make improvements, without delay.</p> <p>Effective AFL is ensuring any amendments needed in our provision are made without delay, gap analysis informs additional support which can be 1:1 tuition or small group support, both during and after school.</p> <p>Working effectively with parents on home support continues to have a positive impact.</p> <p>Century is also supporting pupils in KS2 narrow individual gaps and Doodle in KS1. Pupils are given a device for home use if they require it.</p>
<p>Reduce the no. of PP pupils who are PA's.</p>	<p>We continued to work with families and outside agencies, as necessary, to improve attendance. The number of PA's reduced across the year.</p> <ul style="list-style-type: none"> <li>• 11 PA were PP compared with 12 the previous year and 21 the year before.</li> <li>• Of the 11 pupils, two left through the year and two were severely absent.</li> <li>• 2 pupils tipped into being PA's in the last few weeks of the year.</li> <li>• The attendance of the 5 pupils who were at BWA and in the UK throughout the year generally improved over the course of the year.</li> </ul>
<p>Improved engagement of parents and carers of PP pupils.</p>	<p>Relationships are a key focus for us at BWA.</p> <p>Many of our PP families report they are well supported.</p> <p>We continued to work with families to remove barriers to attend workshops by offering another time, or a 1:1 session.</p> <p>Barriers are removed to support parents and carers attend workshops.</p> <p>Teachers spoke to all parents of pupils in their class throughout the school year, to ensure we did all we could to meet the needs of all pupils.</p>
<p>PP pupils participate in extra-curricular activities – barriers are removed so a pupil attends a club they would like to attend.</p>	<p>Free clubs have been available to all pupils.</p> <p>Many of fee-paying clubs offer a discount for PP families.</p> <p>Class teachers worked with the families of PP pupils to ensure they could access the extra-curricular clubs they wanted to and those we felt would be beneficial to them.</p>
<p>Ensure we support every pupil so they have the skills and</p>	<p>Throughout the year we continued our support of pupils to have the skills and knowledge to know how to look after their own wellbeing.</p>

knowledge to know how to look after their wellbeing, particularly those who are disadvantaged.	The majority of pupils are ready to learn most of the time.  When necessary, we supported pupils to develop their social skills to ensure they enjoyed playtimes together.
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## KS2 Results 2023-24

Cohort	No. of Pupils	Reading			Writing			Maths			RWM		
		All	Dis.	Non-dis.	All	Dis.	Non-dis.	All	Dis.	Non-dis.	All	Dis.	Non-dis.
<b>KS2 Year 6</b>	28	89%	63%	100%	78%	75%	79%	86%	75%	90%	74%	63%	79%
		25/28	5/8	20/20	21/27	6/8	15/19	24/28	6/8	18/20	20/27	5/8	15/19
											<b>R</b>	<b>GPS</b>	<b>M</b>
	<b>Average Scaled Score (R, GPS &amp; M) BWA</b>										107.7	109.3	107.6
	<b>Average Scaled Score (R, GPS &amp; M) National</b>										105.2	105.2	104.3
	<b>Average Scaled Score (R, GPS &amp; M) BWA – Disadvantaged</b>										105.6	105.9	106.8
	<b>Average Scaled Score (R, GPS &amp; M) BWA – Other</b>										108.5	110.7	107.9
	<b>Average Progress Score – all pupils n/a</b> These pupils didn't sit KS1 SATs due to partial school closure during the COVID19 pandemic.										<b>R</b>	<b>W</b>	<b>M</b>
<b>Average Progress Score – Disadvantaged pupils n/a</b> These pupils didn't sit KS1 SATs due to partial school closure during the COVID19 pandemic.													
<b>Average Progress Score – Non-disadvantaged pupils n/a</b> These pupils didn't sit KS1 SATs due to partial school closure during the COVID19 pandemic.													

- ❖ NB – 27 pupils included in combined and writing data as one pupil left between SATs and submission of writing TA.