

# Pupil premium strategy statement – Rainbow Forge Primary Academy

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	328
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Loader
Pupil premium lead	Jane Loader
Governor / Trustee lead	Leanne Wall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197, 280

# Part A: Pupil premium strategy plan

## Statement of intent

Rainbow Forge Primary Academy is a one and a half form primary school in the South East of Sheffield. Following school closures due to pandemic, the gap between disadvantaged pupils and others has widened for some of our children.

The pupil premium strategy plan covers a three year cycle and will be reviewed on a yearly basis.

The Academy is committed to ensuring that every pupil irrespective of their background is a highly successful learner.

This academic year, our focus will be on continuing to support identified pupils to bridge and narrow their gaps through lost learning or due to other circumstances relating to the pandemic which have impacted on their wellbeing, this includes high attaining pupils and to ensure that their needs are met alongside peers.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or those classed as a young carer regardless whether they are disadvantaged or not.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessment across the EYFS have highlighted that pupils starting points in nursery and reception are low across the majority of EYFS curriculum areas. The gaps for pupils including disadvantaged are already present by the time they begin at the Academy. An additional challenge has been the introduction of the newer EYFS framework including phonics scheme alongside school closures. Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our whole school assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in phonics, reading, writing and maths.
3	Curriculum team meetings, pupil progress reviews, increase in safeguarding referrals and discussions with parents and carers during parent consultations identified an increase in social, emotional and mental health issues across the Academy. An increase in external 'mental health' referrals and internal referrals/ behavioural mentor support requests have increased.
4	The lack of enrichment, before and after school opportunities (during school closure) and peer interactions have affected all pupils including disadvantaged pupils and impacted on their overall attainment. More families are experiencing poverty which is a significant factor, families are unable to pay for enrichment activities for their children or take them on days out at the weekends and in the holidays. This results in a lack of cultural capital in these children
5	Persistent absence has increased in comparison to previous year's data. Attendance rates of groups of pupils with additional vulnerabilities and complex needs is higher than pre pandemic.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils. To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills</p>	<p>Communication and Language prime area of EYFS framework in- line or above local and national averages.</p> <ul style="list-style-type: none"> <li>• Systematic Synthetic Phonics ‘Little Wandle’ scheme embedded throughout the school and cycles of evidence to support impact.</li> <li>• Phonics screening results in line with or above local and national averages for disadvantaged pupils.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• All staff have are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants.</li> <li>• Phonics teaching is effective and that phonics progress is linked to progress in reading and writing.</li> <li>• All staff are trained in delivering carry over and interventions according to pupil targets, set internally and by other professionals including speech and language therapists or language and communication teachers.</li> </ul>
<p>To support disadvantaged children to make accelerated progress across all area with the EYFS curriculum.</p>	<p>GLD for disadvantaged pupils will be in line (or above) local and national averages.</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers.</li> <li>• Attainment for disadvantaged pupils will be at least in line with ‘others’ nationally.</li> </ul> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Having robust diagnostic assessments (EYFS framework) in place that provide opportunities to reflect on pupils’ thinking, strengths and areas for development.</li> </ul>
<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations</p>	<p>Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations.</p> <ul style="list-style-type: none"> <li>• Pupils will make accelerated progress from their starting points.</li> <li>• The gap between pupil premium and non-pupil premium pupils will lessen.</li> <li>• Attainment for disadvantaged pupils will be at least in line with ‘others’ nationally.</li> </ul> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Embedded high quality, carefully planned professional development – fortnightly focus and research practice based lesson study approach for all teachers.</li> <li>• KS2 reading, writing and maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard or above.</li> </ul>
<p>Increased social emotional mental health needs of children and families. To achieve and sustain improved wellbeing for all pupils in</p>	<p>Increased social emotional mental health needs of children and families.</p> <ul style="list-style-type: none"> <li>• Chatterbox &amp; Bubble Time systems for requesting help</li> <li>• Clear pathways of external support for pupils and families. Sustained high levels of wellbeing from 2024/25 demonstrated by:</li> </ul>

<p>our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A reduction in bullying incidences recorded across the Academy.</li> <li>• The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
<p>To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year.</p>	<p>All disadvantaged children to have access to enrichment opportunities and a choice of one afterschool enrichment club of their choice per term.</p> <ul style="list-style-type: none"> <li>• All pupils in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to residential trips in KS2.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• The Academy will offer high quality services, extracurricular provision and a wide range enrichment opportunities.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Safeguarding team to meet weekly to identify and track families in need of support including persistent absentees.</p> <ul style="list-style-type: none"> <li>• Safeguarding team to identify barriers to attendance and punctuality for pupils and families.</li> <li>• SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism).</li> <li>• Disadvantaged pupils' attendance to increase and be in line with Academy, local and national targets.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A decrease in the overall absence rate for all pupils identified as persistent absentees.</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.</li> <li>• Improved engagement and interactions between home and school.</li> <li>• Identified families will be benefiting from early help; impacting</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: £85,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole class teaching of reading strategies to promote comprehension skills. Opportunities to embed these skills in all lessons</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <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>	<p>1, 2</p>
<p>Whole class teaching of writing using The Writing for Pleasure Centre Approach</p>	<p>High quality whole class approach that teaches writing composition strategies through modelling and supported practice. Develops pupils' transcription and sentence construction skills through extensive practice and uses targeted teaching and support by accurately assessing pupil needs. <a href="https://writing4pleasure.com/wp-content/uploads/2019/09/what-is-it-writing-for-pleasure-teachers-do-that-makes-the-difference-report.pdf">https://writing4pleasure.com/wp-content/uploads/2019/09/what-is-it-writing-for-pleasure-teachers-do-that-makes-the-difference-report.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <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>2</p>
<p>Whole class teaching of Grammar and spelling through the 'Active' approaches.</p>	<p>High quality whole class approach that embeds learning in an active way. Providing children with a deeper grasp of spelling, vocabulary, language grammar and its application in writing. <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>2</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>	
Staff CPD on explicit teaching of metacognitive strategies including: -Teachers modelling their own thinking to demonstrate metacognitive strategies - Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. -Providing enough challenge for learners to develop effective strategies	The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 2, 3
Embed the Zones of Regulation (ZOR) programmes of study in line with PHSE across the Academy. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	3, 5
Specialist Art and Music teaching that explicitly teaches creative skills and techniques. Pupils are given opportunities to practice, reflect on their strengths and identify areas for improvement. Children have access to materials, equipment and extra-curricular activities and cultural experiences.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Improved outcomes have been identified in English, mathematics and science.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2, 3, 4, 5

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

Budgeted cost: £46,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Focus: Third Space Learning Tutoring - Maths	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to- one:</p> <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></p> <p>and in small groups</p> <p><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></p>	2
Targeted Catch Up Interventions in Phonics, Maths & English	<p>High quality, target interventions across the Academy for identified disadvantaged/ vulnerable pupils</p> <p><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></p>	1, 2
Reading Plus Reading Approach Y2 – 6.	<p>Personalised approach to reading. Children develop the skills and stamina required for extended reading with good comprehension, they are presented with personalized scaffolding to build independent reading skills. Lessons are automatically customised to ensure appropriate content level, accurate reading rate, give opportunities to reread text and are interspersed with questions. Students who demonstrate mastery are progressed to increasingly higher levels of practice and instructional rigour.</p> <p><a href="https://www.readingplus.com/solutions/intervention/">https://www.readingplus.com/solutions/intervention/</a></p>	2
Additional support for targeted lowest 20% in 1:1 reading from teaching assistants.	<p>Targeted 1:1 reading with teaching assistants, plotted across the Academy</p> <p><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></p>	1



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

Budgeted cost: £67,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates. (KCSIE)</p> <p>Trauma Informed Champion training and whole staff training on Trauma Informed strategies.</p> <p>New staff will have training and release time around Safeguarding alongside whole school staff yearly training.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p><a href="https://diana-award.org.uk/">https://diana-award.org.uk/</a></p>	<p>3, 5</p>
<p>Targeted support for individual pupils through the trauma informed approach from our ELSA.</p> <p>Small group interventions such as Lego Therapy and Theraplay.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>3, 5</p>
<p>Enrichment including before and after school provision. Links with coaching and fitness organisations to promote physical fitness.</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-schooltime">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-schooltime</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://www.childrensuniversity.co.uk/">https://www.childrensuniversity.co.uk/</a></p>	<p>3, 4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Lunchtime clubs to support children's mental wellbeing by</p>	<p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p>	<p>3, 4, 5</p>

<p>providing a structured, supported approach.</p> <p>Lunchtime enrichment activities to provide opportunities for children to engage in physical activity.</p>	<p>Calm, engaging, lunchtimes promote positive afternoon learning, and support children who find social times difficult. Therefore, encouraging school attendance.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	
<p>Improve parental engagement through:</p> <ul style="list-style-type: none"> <li>• workshops to develop parental understanding of maths and English</li> <li>• workshops and communications to parents to support their children with, for example reading or homework;</li> <li>• programmes and communications to improve involvement of parents in their children's learning activities</li> <li>• more intensive programmes for families in crisis.</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</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> <p>Early Years</p> <p><a href="https://www.boromi.co.uk/boromi">https://www.boromi.co.uk/boromi</a></p> <p>Boromi is an award-winning community of non-profit Play Libraries on a shared mission to empower every parent to support and nurture the early development of their child through powerful, purposeful play together at home, where it matters most.</p>	<p>1,2, 3, 4, 5</p>

**Total budgeted cost: £ 199,300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year Group	PP at EXS+	NA Comparison +/-	Non-PP/ Peer Gap Comparison +/-	NA Gap Comparison
Reception: Good Level of Development	53%	+4% (national 49%)	-23 %	-3 % (national 20%)
Y1 Phonics Screen	84 %	+22% (national 62%)	-8 %	+10% (national –18%)
Y4 Multiplication Table Check: Average score	16.7	-1.2 (national 17.9)	-2.9	-0.3 (national 2.6)
Y4 Multiplication check 25/25	17 %	-1% (national 18)	-27 %	-5 % (national –22%)

The impact of good quality teaching and interventions can be seen.

Children achieve well at Reception. Although there is a gap between peers at Reception (equivalent to 4 children), when compared to national data the gap is only 3%.

Children achieve well in the phonics screen. The 8% gap between peers in the phonics screen is equivalent to one child and is far more positive than the national gap.

In the Y4 multiplication check the children achieved well in the average score achieving slightly below peers and slightly below the national average. Again, they achieved below their peers on the 25/25 measure but this gap was only slightly below national.

Year	READING EXS				READING GDS				READING Progress	
	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/ Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/ Peer Gap Comparison +/-
		NA EXS+: 60%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%		
Y6	46	-14	-34	-29	13	-4	-17	-2	88	+3
Y5	65	+5	-3	+15	20	+3	+8	+23	70	-14
Y4	50	-10	-22	-4	6	-10	-30	-15	83	-9
Y3	53	-7	-19	-1	18	+1	-4	+16	81	-7
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*			NA EXS+: 62%*	
Y2	64	+2	-17	-1	14	=	-5	+9	96%	+11
Y1	47	-14	-38	-22	11	-3	-4	+10	89%	-11

Attainment in Reading at EXS is positive in Y2 – 5 when compared against the national gap. Attainment in reading at GDS is positive in all year groups except Y4 when compared against the national gap. Progress is not good enough in all year groups except Y2. A new approach to reading in KS2 and a new reading intervention for Y2 – 6 will be implemented next year.

Year	MATHS EXS				MATHS GDS				MATHS Progress	
	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/ Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/ Peer Gap Comparison +/-
		NA EXS+: 59%		NA Gap: -20%		NA GDS: 17%		NA Gap: -15%		
Y6	57	-2	-17	+3	9	-8	-11	+4	91	-9
Y5	70	+11	-2	+18	25	+8	+17	+32	85	-7
Y4	50	-9	-26	-6	6	-11	-30	-15	89	-11
Y3	59	=	-8	+12	12	-5	-27	-12	88	-12
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*		
Y2	61	-1	-16	=	21	+7	-6	+8	100	+4
Y1	63	+1	-22	-6	5	-9	-18	-4	89	-3

Attainment in Maths at EXS is positive in Y6, 5, 3, and 2 when compared against national data. Attainment at GDS is positive in Y6, 5, 2 & 1 when compared with national data. Progress is not good enough apart from in Y2. Third Space Maths tutoring will be used in Y3 -6 alongside catch up and keep up intervention in Y1 – 6.

Year Group	WRITING EXS				WRITING GDS				WRITING Progress	
	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/ Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/ Peer Gap Comparison +/-
		NA EXS+: 58%		NA Gap: -19%		NA GDS:		NA Gap:		
Y6	43	-15	-24	-5	0		-5		82	-2
Y5	65	+7	+11	+30	5		+5		90	+30
Y4	33	-22	-35	-16	0		-20		94	+2
Y3	47	-94	-25	-6	12		-5		94	-6
		NA EXS+: 55%*		NA Gap: -18%*		NA GDS:		NA Gap:		
Y2	61	-1	-16	=	11		-1		100	+4
Y1	63	+1	-22	-6	0		-3		89	-3

Attainment in Writing at EXS is positive in Y6, 5, and 2 when compared against national data. Attainment at GDS is positive in Y6, 5, 3, 2 & 1 when compared with national data. Progress is good in all year groups except Y1 & 6. The new approach to writing is showing some early signs of impact but is not yet embedded.