Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding (and recovery premium) 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	Scawsby Junior Academy
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	83=23.24%
Academic year/years that our current pupil premium strategy plan covers	September 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governors
Pupil premium lead	Mrs K McKie
Governor / Trustee lead	Mrs S Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117, 650
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£139, 364

Statement of intent

Our aim, at Scawsby Junior Academy, is to ensure that teaching and learning is bespoke to the needs of all in order to eradicate any disadvantages as a result of socio-economic context. We want **all** pupils to fulfill their potential and to achieve the very best they can in order to flourish.

In order to achieve this, we have focused our strategy on continuous professional development in order to support quality first teaching. It has been based around the most recent research into pedagogy, using the EEF guidance to ensure there is a tiered approach, focusing on quality-first teaching, moving on to a targeted approach and then on to looking at wider strategies.

Our main aims are:

- To remove barriers to learning so that all pupils can fulfill their potential.
- To narrow any attainment gaps between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- To ensure all pupils can write confidently and accurately at their age expected level.
- To ensure that all pupils can read fluently, and have access to a wide range of reading materials.
- To ensure all pupils are fluent in number and are able to access real-life maths enrichment opportunities in order to develop an understanding of the world and to enhance their cultural capital.
- To remove barriers, enabling them to have access to a wide range of opportunities to develop knowledge and understanding of the world.
- To ensure that all of our pupils, by the end of KS2, are secondary ready.

Our strategy is also integral to wider school plans including the Academy's 'Developing Excellence Plan' and 'School Evaluation Form.' In particular, the plan aims:

- To ensure disadvantaged pupils are challenged and supported in the work they are set.

- To act early to intervene at the point need is identified.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. All teaching staff are responsible for the analysis of data and to ensure they closely track pupil progress.

Challenges

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

Challenge number	Detail of challenge
1	**Social and Emotional Development/Behaviours For Learning** Some disadvantaged pupils, particularly in Y3 and Y6 have struggled to return to mainstream education full time, therefore, it has been identified that they require additional nurture and support with learning behaviours and with their emotional literacy. This has been identified through parent, staff and pupil voice.
2	**Attendance and Punctuality** Our attendance data over the last year indicates that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.
3	**Attainment** We want to ensure that the attainment and progress (for Reading, Writing and Maths) for pupil premium pupils is at least in line with peers. Recent 2024 assessments show that there are still gaps in learning for some of pupil premium children. **Writing**: Writing attainment across school suggests that professional development, including regular moderation, needs to be a priority within this plan.
4	**Diagnostic Assessments to Promote Adaptive Teaching** Additional work is needed to enhance diagnostic assessment to track and support the progress of SEND and disadvantaged learners. This is to support quality-first teaching and same day interventions.

	Further CPD is needed to ensure evidence based practice around adaptive teaching and learning is effectively utilised in all classrooms.
5	**Phonics** Some disadvantaged pupils have experienced greater difficulties with phonics and this has impacted on their reading skills.
6	**SEND Learners** Due to an increased number of learners entering the school with additional needs alongside the pupil premium, there is a higher demand on the school to put in place strategies and bespoke support plans. There is a higher proportion of pupil premium children in need of general development assessments, which leads to the requirement of external support.

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
To closely track and improve the attainment and progress of pupil premium pupils in writing.	• Assessments throughout each half term will show that gaps between disadvantaged pupils and their peers are narrowed. • External quality assurance will validate findings. • Continuous writing moderation within and across year groups will evidence the fact that a higher proportion of pupils will be achieving the expected standard in writing.
To closely track and improve the attainment and progress of pupil premium pupils in maths.	• Assessments through the year will show that gaps between disadvantaged pupils and their peers are narrowed. • External quality assurance will validate findings.
To closely track and improve the attainment and progress of pupil	• Assessments through the year will show that gaps between

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premium pupils in reading comprehension.	disadvantaged pupils and their peers are narrowed. • External quality assurance will validate findings.
To ensure that at least 80% of children pass the phonics screener by the end of Year 3. Pupils who are still accessing phonics intervention to make rapid progress through school.	• 80% of children to pass the phonics screener by the end of Year 3. • Increased phonics phase levels in termly assessments for pupils in Y4, 5 and 6.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Impact from interventions will show an increase in readiness for learning. • Use SNAP assessments for analysis. • Evidence will be gathered through pupil voice, staff voice and parent voice, including through the JLT. • Lesson studies and observations will show that pupils are engaged in learning. • Inclusion Team meetings and reviews will show positive outcomes for pupils attending sessions/interventions and a lessening case load of 'priority pupils' • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in participation in core curriculum, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Sustained high attendance demonstrated by: the overall unauthorised absence rate for all pupils being no more than 97% and the attendance gap between

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	disadvantaged pupils and non-disadvantaged pupils is narrowed.
For there to be early identification of need for specific learners (SEND and pupil premium) to ensure they access appropriate support within the first term.	• All pupils who have specific needs to have access to appropriate support within the first term. All families will have received effective communication from school.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34, 504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional maths manipulatives to support teaching and learning. Upper key stage (particularly Year 6) to have sufficient concrete resources to model maths effectively. £1500	EEF Guidance Recommendation: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 _Menu of Choices;_ _Developing high-quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of the pupils._	3
Fund release time to embed new teaching	There is a large amount of evidence that coaching and mentoring is	3, 5

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practices and pedagogy around writing for 'Opening Doors'. £2000	effective in supporting quality-first teaching and excellent outcomes for pupils. A new study by University College London (UCL) has focused on longitudinal evidence from the millennium cohort from the UK. One of its key findings is that the cognitive skills of bright 5-year-olds from low income families keeps pace with those children from high income families until the end of primary school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
CPD for Let's Think in English £2000	Let's Think in English-metacognitive-based programme- https://www.letsthinkinenglish.org/ *Menu of Choices;* *High-Quality Teaching;* *Developing high-quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of the pupils.* *Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery-based approaches to teaching or feedback.* *Mentoring and coaching for teachers.*	
Lyfta Scheme	'High achieving children from low income families have the	3

	opportunity to break through the glass ceiling and achieve upward social mobility. Marc Rowland says: We need to remove the deficit discourse around disadvantage and its impact on learning and participation in school life.	
£900	*Menu of Choices;* *Supporting pupils' social, emotional and behavioural needs.*	
Precision Teaching for all staff to improve outcomes for pupils. CPD linked to adapting teaching during quality first teaching. £350	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Guidance Reports-Special Educational Needs in a Mainstream School. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send *Menu of Choices;* *High-Quality Teaching;* *Developing high-quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of the pupils.* *Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic*	3, 5 and 6

	phonics programme, mastery-based approaches to teaching or feedback. *Targeted Academic Support;* *Targeted interventions to support language development, literacy and numeracy*	
Using a [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils. Using the KS1 phonics screener to assess pupils as they enter Y3. Phonics lead release time to support staff in phonics sessions. Purchase of phonics scheme and CPD/intervention time. £3000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics	Toolkit Strand	Education Endowment Foundation	EEF](#) Using EOKS1 phonics data and Y3 baseline as a means to identify gaps in phonics. [Improving Literacy in Key Stage 1 – EEF](#) [https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2](#) *Menu Of Choices;* *High-Quality Teaching;* *Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery-based approaches to teaching or feedback* *Mentoring and coaching for teachers*	4

	Targeted Academic Support; *Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND* *Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions*	
Shared writing moderation across and within year groups and release time for 'LA Moderation training' and training across the RLT. Release time for key stage two moderator to support staff with CPD for writing. £500	There is a large amount of evidence that coaching and mentoring is effective in supporting quality-first teaching and excellent outcomes for pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *Menu Of Choices;* *High-Quality Teaching;* *Mentoring and coaching for teachers*	3, 5
Coaching and mentoring to support sustainable leadership. NPQ Qualifications £100	NPQ qualifications undertaken for aspiring middle leaders to support the school 'Developing Excellence Plan' https://educationendowmentfoundation.org.uk/education-	3

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	evidence/guidance-reports/effective-professional-development *Menu Of Choices;* *High-Quality Teaching;* *Mentoring and coaching for teachers* *Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)*	
Rapid Reader interventions to support reading in school for specific pupils. £21, 737	Rapid reader sessions timetabled through school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 *Menu Of Choices;* *Targeted Academic Support;* *One to one and small group tuition* *Peer tutoring* *Targeted interventions to support language development, literacy and numeracy* *Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND*	3 and 4

	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	
Using 'The Great Teaching Toolkit' to enhance teaching and learning across school. £767	'The Great Teaching Toolkit' with a particular reference to 'Activating Hard Thinking.' https://evidencebased.education/great-teaching-toolkit-cpd/ *Menu Of Choices;* *High-Quality Teaching;* *Mentoring and coaching for teachers*	3 and 4
Develop High-quality teaching through mentoring and coaching to support subject leads with quality assurance methods. £1000	EEF Guidance-Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *Menu of Choices;* *High-Quality Teaching;* *Mentoring and coaching for teachers*	1, 3, 4, 5 and 6

For there to be continued CPD around 'Adaptive Teaching' strategies. CPD linked to adaptive teaching during quality first teaching. £350	EEF linked to 'Special Educational Needs in a Mainstream.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *Menu Of Choices;* *High-Quality Teaching;* *Mentoring and coaching for teachers* *Targeted Academic Support;* *Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND*	3, 4 and 6
Quality first teaching development through further trauma-informed approaches. CPD-£300	Trauma-informed approaches have a significant impact on children's social and emotional development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel *Menu Of Choices;* *Wider Support;* *Supporting pupils' social, emotional and behavioural needs*	All

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

Budgeted cost: £19, 490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to support specific SEND/pupil premium children. STAR assessment has been purchased previous academic year. SNAP assessments Dyslexia Gold Other diagnostic toolkits £5000	Diagnostic Assessments. https://educationendowmentfounda-tion.org.uk/education-evidence/guidance-re-ports/send There is strong evidence to suggest that the di-agnostic assessments can support assessment for learning opportunities. *Menu Of Choices;* *High-Quality Teaching;* *Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment*	6
Phonics sessions to target pupils who require specific interventions.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF Using EOKS1 phonics data and Y3 baseline as a means to identify gaps in phonics.	4

All books linked to phonics targets where appropriate. £12, 000	Improving Literacy in Key Stage 1 – EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 *Menu Of Choices;* *Targeted Academic Support;* *One to one and small group tuition* *Peer tutoring* *Targeted interventions to support language development, literacy and numeracy* *Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND* *Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions*	
Teaching Assistant CPD, focusing particularly around interventions and supporting all learners in the classroom. £500	EEF Guidance: Making Best Use of Teaching Assistants *Research suggests that rethinking the role of TAs is much more likely to be successful if senior leaders coordinate action, given their responsibility for managing change at school level and making decisions on staff employment and deployment.* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants *Menu Of Choices* *Targeted Academic Support;*	2, 3, 4

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	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	
Targeted SATs support for Y6 pupils with a focus on reading comprehensio n.	Purchase SATs CGP Comprehension Books for targeted academic support. £495-comprehension books-Book One £495-comprehension books-Book Two £1000-maths CGP books. _Menu Of Choices_ _High-Quality Teaching_ _Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils_ _Targeted Academic Support;_ _Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND_	3, 4 and 6

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

Budgeted cost: £ 75, 300

Activity	Evidence that supports this approach	Challen ge number (s)

		address ed
Promote attendance through: • Whole School Rewards • Class teachers to monitor attendance • Trust Network Attendance • Inclusion Meetings with time for attendance lead to discuss cases • Family meetings with attendance lead. • Family meetings with external professionals • EWO Meetings All staff to monitor attendance and report to DSL/Headteacher and Mrs Tarran. Prioritise home visits for disadvantaged/vulnerable pupils. DSL links with external agencies.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils Pupils need to maintain regular attendance in order to learn effectively. Toolkit For Schools: Communicating With Families To Improve Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance New guidance released: Working Together to Improve School Attendance' effective from August 2024. *Menu Of Choices* *Wider Strategies;* *Supporting pupils' social, emotional and behavioural needs* *Supporting attendance*	1, 3, 4, 5 and 6

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£1500		
Ensure there are wider opportunities, including: - Breakfast Club - Fruit Bar - JLT - Choir - Trips and residentials - Sensory Circuits - Free uniform shop - Sports-Doncaster Rover Foundation - Performing Arts - Hill House Trips - Book Clubs Trips - Doncaster Festival of Stories - Art Club - Behaviour Network - Anti-Racism - Enterprise Activities - Careers Week - Recycling - Charity Events £500	All pupils should have access to extra-curricular opportunities and there should be no barriers to every pupils receiving these opportunities. See evidence from EEF: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment *Menu Of Choices* *Wider Strategies;* *Supporting pupils' social, emotional and behavioural needs* *Supporting attendance*	All

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For ELSAs and members of the Inclusion Team to give targeted and bespoke support to pupils. Behaviour Academy Training 2 x £150 £60, 300	Research suggests that children's social and emotional development needs to be prioritised in order for them to learn effectively. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel *Menu Of Choices* *Targeted Academic Support;* *Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions* *Wider Strategies;* *Supporting pupils' social, emotional and behavioural needs*	All
Inform quality-first teaching development through the trauma-informed approach. Targeted support from members of the Inclusion Team, including: • ELSA • Sensory Circuits • BOSS • Anti-bullying Week • Safeguarding/J IGSAW curriculum • Behaviour Support	EEF: Social and Emotional Learning *'When carefully implemented, SEL can increase positive pupil behaviour, mental health and well-being and academic performance. An overarching theme from the EEF guidance report, Improving Social and Emotional Learning in Primary Schools, is the importance of implementation and the monitoring of progress, with school leaders prioritising this work if it is to have impact.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour *Menu Of Choices* *Targeted Academic Support;* *Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions*	All

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• Positive Relationships Policy-Purple Band Rewards • Playing for Purpose • Behaviour Academy • Calm areas through school. • Breakfast club £15, 000	*Wider Strategies;* *Supporting pupils' social, emotional and behavioural needs* *Breakfast clubs and meal provision*	
Parent and Community Engagement: We want to actively involve parents in their child's education, providing regular communication, workshops, and opportunities for involvement particularly around strengthening knowledge of combined balance for future outcomes. Community partnerships will strengthen the school's resources and support networks. • Scheduled parent-teacher meetings face	Engaging parents and the wider community is crucial in realising teaching excellence for all. https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents *Menu Of Choices* *Wider Strategies;* *Supporting pupils' social, emotional and behavioural needs* *Supporting attendance* *Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips*	1, 2, 3 and 6

to face and remote/phone call to capture all and discuss pupil progress and development with specific emphasis on combined measures. • Organise workshops, meetings and online content for parents on topics related to education and child development. • Foster partnerships with community organisations to provide additional resources and support to pupils and families signposted by inclusion. • Greeting on gates • Summer Fayre • Coffee Mornings • SEND Coffee Morning • Choir performances		

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Total budgeted cost: £ 129, 294

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

◇ **2023- 2024 SATS / END OF KS2 DATA**
YEAR 6 - 90 Children

- Science: EXS-77 HNM (Has Not Met)-13
= 86% PASS

- Writing: GDS-3 EXS-66 WTS&BLW-21
= 79% PASS
National Av = 72%
= UP 7%
22/23= 63%
= UP 16%

- Reading: GDS-30 EXS-38 WTS&BLW-22
= 76% PASS
National Av = 74%
= UP 2%
22/23= 72%
= UP 4%

- SPAG: GDS-39 EXS-37 WTS&BLW-14
= 84% PASS
National Av = 72%
= UP 12%
22/23= 79%
= UP 5%

- Maths: GDS-27 EXS-50 WTS&BLW-13
= 86% PASS
National Av = 73%
= UP 13%
22/23= 82%
= UP 4%

- COMBINED (READING, WRITING & MATHS)
= 69% PASS
National Av = 61%
= UP 7%
22/23= 56%
= UP 13%

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The data shows an increase in end of KS2 outcomes from the previous year.
This included pupil premium children.
The number of pupil premium children accessing breakfast club continues to increase.
There are more pupils accessing sensory circuits in a morning.
Attendance remains high and the school continues to track the attendance of all pupils, including pupil premium. There is still a small difference between the attendance of pupil premium children and non-pupil premium children so this remains on the plan.
Writing continues to be a focus in school with the continuation of 'Opening Doors.'

Externally provided programmes

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

Programme	Provider
Doncaster Rovers Foundation	Doncaster Rovers Foundation
Behaviour Academy	BOSS
Doncaster Festival Of Stories	National Literacy Trust
Playing for Purpose	BOSS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How our service pupil premium allocation was spent last academic year	
Funding allocated for our service pupil premium children was used throughout the strategies outlined in the 'Pupil Premium Strategy.'	
The impact of that spending on service pupil premium eligible pupils	

Further information (optional)

MATHEMATICS				
KS1	Baseline	December	March	MAY SATS
4 PKS = 4%	3 PKS = 3% (Below 10/110 of test)	4 PKS = 4% (Below 10/110 of test)	2 PKS = 2%	2 PKS = 2%
17 WTS = 19%	70 WTS = 78%	33 WTS = 37%	19 WTS = 21%	11 WTS = 12%
50 EXS = 56%	17 EXS = 19%	44 EXS = 49%	51 EXS = 57%	50 EXS = 56%
19 GDS = 21%	0 GDS = 0%	8 GDS = 9%	17 GDS = 19%	27 GDS = 30%
= 69 children combined = 77% EXS & GDS	= 17 children combined = 19% EXS & GDS	= 52 children combined = 58% EXS & GDS	68 = children combined = 76% EXS & GDS	= 77 children combined = 86% EXS & GDS

MATHEMATICS – INCLUSION DATA FOR KS1			
	WTS or below	EXS	GDS
SEND = 15 Children	WTS = 13	EXS = 1	GDS = 1
PP = 20 Children	WTS = 12	EXS = 6	GDS = 2
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2
MATHEMATICS – INCLUSION DATA FOR BASELINE SATS TESTS			
	WTS or below	EXS	GDS
SEND = 15 Children	WTS = 14	EXS = 1	GDS = 0
PP = 20 Children	WTS = 18	EXS = 2	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 2	GDS = 0
MATHEMATICS – INCLUSION DATA FOR DECEMBER SATS TESTS			
	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 10	EXS = 4	GDS = 0
PP = 18 Children	WTS = 11	EXS = 6	GDS = 1
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2
MATHEMATICS – INCLUSION DATA FOR MARCH SATS TESTS			
	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 9	EXS = 3	GDS = 1
PP = 17 Children	WTS = 8	EXS = 8	GDS = 1
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2
MATHEMATICS – INCLUSION DATA FOR MAY SATS TESTS (END OF KS2)			
	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 8	EXS = 4	GDS = 1
PP = 18 Children	WTS = 7	EXS = 8	GDS = 3
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2

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READING COMPREHENSION				
KS1	Baseline	December	March	MAY SATS
5 PKS = 6%	8 PKS = 9%	6 PKS = 7%	4 PKS = 4%	5 PKS = 6%
14 WTS = 16%	45 WTS = 50%	29 WTS = 33%	21 WTS = 24%	17 WTS = 19%
41 EXS = 46%	33 EXS = 37%	31 EXS = 35%	29 EXS = 33%	38 EXS = 42%
30 GDS = 33%	4 GDS = 4%	23 GDS = 26%	35 GDS = 39%	30 GDS = 33%
= 71 children combined	= 37 children combined	= 54 children combined	= 64 children combined	= 68 children combined
= 79% EXS & GDS	= 41% EXS & GDS	= 61% EXS & GDS	= 72% EXS & GDS	= 76% EXS & GDS

COMPREHENSION – INCLUSION DATA FOR KS1	WTS or below	EXS	GDS
SEND = 15 Children	WTS = 13	EXS = 0	GDS = 2
PP = 20 Children	WTS = 10	EXS = 6	GDS = 4
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2

COMPREHENSION – INCLUSION DATA FOR BASELINE SATS TESTS	WTS or below	EXS	GDS
SEND = 15 Children	WTS = 14	EXS = 1	GDS = 0
PP = 20 Children	WTS = 14	EXS = 6	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 1	GDS = 1

COMPREHENSION – INCLUSION DATA FOR DECEMBER SATS TESTS	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 14	EXS = 0	GDS = 0
PP = 18 Children	WTS = 12	EXS = 4	GDS = 2
EAL = 3 Children	WTS = 1	EXS = 1	GDS = 1

COMPREHENSION – INCLUSION DATA FOR MARCH SATS TESTS	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 11	EXS = 1	GDS = 1
PP = 17 Children	WTS = 9	EXS = 4	GDS = 4
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2

COMPREHENSION – INCLUSION DATA FOR MAY SATS TESTS (END OF KS2)	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 11	EXS = 2	GDS = 1

PP = 18 Children	WTS = 9	EXS = 4	GDS = 5
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2

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SPELLING, PUNCTUATION & GRAMMAR				
KS1	Baseline	December	March	MAY SATS
*No Data	1 PKS = 1%	8 PKS = 9%	4 PKS = 4%	1 PKS = 1%
	45 WTS = 50%	30 WTS = 34%	20 WTS = 22%	16 WTS = 18%
	38 EXS = 42%	44 EXS = 49%	40 EXS = 45%	37 EXS = 41%
	6 GDS = 7%	7 GDS = 8%	25 GDS = 28%	39 GDS = 43%
	44 = children combined	= 51 children combined	= 65 children combined	76 = children combined
	= 49% EXS & GDS	= 57% EXS & GDS	= 73% EXS & GDS	= 84% EXS & GDS

SPAG – INCLUSION DATA FOR KS1			
	WTS or below	EXS	GDS
SEND = 15 Children	N/A	N/A	N/A
PP = 20 Children	N/A	N/A	N/A
EAL = 3 Children	N/A	N/A	N/A
SPAG – INCLUSION DATA FOR BASELINE SATS TESTS			
	WTS or below	EXS	GDS
SEND = 15 Children	WTS = 14	EXS = 0	GDS = 1
PP = 20 Children	WTS = 14	EXS = 6	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 2	GDS = 0
SPAG – INCLUSION DATA FOR DECEMBER SATS TESTS			
	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 12	EXS = 1	GDS = 1
PP = 18 Children	WTS = 10	EXS = 8	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 1	GDS = 1
SPAG – INCLUSION DATA FOR MARCH SATS TESTS			
	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 10	EXS = 2	GDS = 1
PP = 17 Children	WTS = 9	EXS = 4	GDS = 4
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2
SPAG – INCLUSION DATA FOR MAY SATS TESTS (END OF KS2)			
	WTS or below	EXS	GDS
SEND = 15 Children	WTS = 8	EXS = 5	GDS = 2
PP = 18 Children	WTS = 6	EXS = 5	GDS = 7
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2

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WRITING

KS1	End of Previous Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
4 PKS = 4%	15 PKS = 17%	12 PKS = 13%	10 PKS – 11%	9 PKS – 10%	7 PKS – 8%	6 PKS – 7%	6 PKS – 7%
17 WTS = 19%	28 WTS = 31%	49 WTS = 55%	40 WTS – 44%	33 WTS – 37%	26 WTS – 29%	15 WTS – 17%	13 WTS – 14%
55 EXS = 62%	44 EXS = 49%	28 EXS = 31%	39 EXS – 43%	46 EXS – 52%	54 EXS – 60%	66 EXS – 73%	68 EXS – 76%
13 GDS = 15%	3 GDS = 3%	0 GDS = %	1 GDS – 1%	1 GDS – 1%	3 GDS – 3%	3 GDS – 3%	3 GDS – 3%
= 68 children combined	= 47 children combined	= 28 children combined	– 40 children combined	– 47 children combined	– 57 children combined	–69 children combined	–71 children combined
= 77% EXS & GDS	= 52% EXS & GDS	= 31% EXS & GDS	– 44% EXS & GDS	– 53% EXS & GDS	– 63% EXS & GDS	– 77% EXS & GDS	– 79% EXS & GDS

WRITING – INCLUSION DATA FOR KS1

	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 12	EXS = 1	GDS = 1
PP = 18 Children	WTS = 9	EXS = 9	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 0	GDS = 2

WRITING – INCLUSION DATA FOR END OF PREVIOUS YEAR TESTS

	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 12	EXS = 1	GDS = 0
PP = 18 Children	WTS = 11	EXS = 7	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 2	GDS = 0

WRITING – INCLUSION DATA FOR AUTUMN 1 TESTS

	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 13	EXS = 1	GDS = 0
PP = 18 Children	WTS = 14	EXS = 4	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 2	GDS = 0

WRITING – INCLUSION DATA FOR AUTUMN 2 TESTS

	WTS or below	EXS	GDS
SEND = 14 Children	WTS = 13	EXS = 1	GDS = 0
PP = 18 Children	WTS = 10	EXS = 8	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 2	GDS = 0

WRITING – INCLUSION DATA FOR SPRING 1 TESTS

	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 12	EXS = 1	GDS = 0
PP = 19 Children	WTS = 11	EXS = 8	GDS = 0

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EAL = 0 Children	WTS = 0	EXS = 0	GDS = 0
WRITING– INCLUSION DATA FOR SPRING 2 TESTS			
	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 12	EXS = 1	GDS = 0
PP = 19 Children	WTS = 10	EXS = 9	GDS = 0
EAL = 3 Children	WTS = 1	EXS = 1	GDS = 1
WRITING– INCLUSION DATA FOR SUMMER 1 TESTS			
	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 11	EXS = 2	GDS = 0
PP = 19Children	WTS = 8	EXS = 11	GDS = 0
EAL = Children	WTS = 1	EXS = 1	GDS = 1
WRITING– INCLUSION DATA FOR SUMMER 2 TESTS			
	WTS or below	EXS	GDS
SEND = 13 Children	WTS = 11	EXS = 2	GDS = 0
PP = 19Children	WTS = 8	EXS = 11	GDS = 0
EAL = Children	WTS = 1	EXS = 1	GDS = 1

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