

Pupil premium strategy statement

September 23 review

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brierley Hill Primary
Number of pupils in school (at time of Review)	202
Proportion (%) of pupil premium eligible pupils	112 pupil – 55.4% of the whole school cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was initially published	December 2021
Date on which it has been reviewed	September 2023
Date on which it will be next reviewed	September 2024
Statement authorised by	Mr S Duncan, Executive Headteacher
Pupil premium leads	Mrs D Johnson
Governor / Trustee lead	Mrs J Donnelly

Funding overview

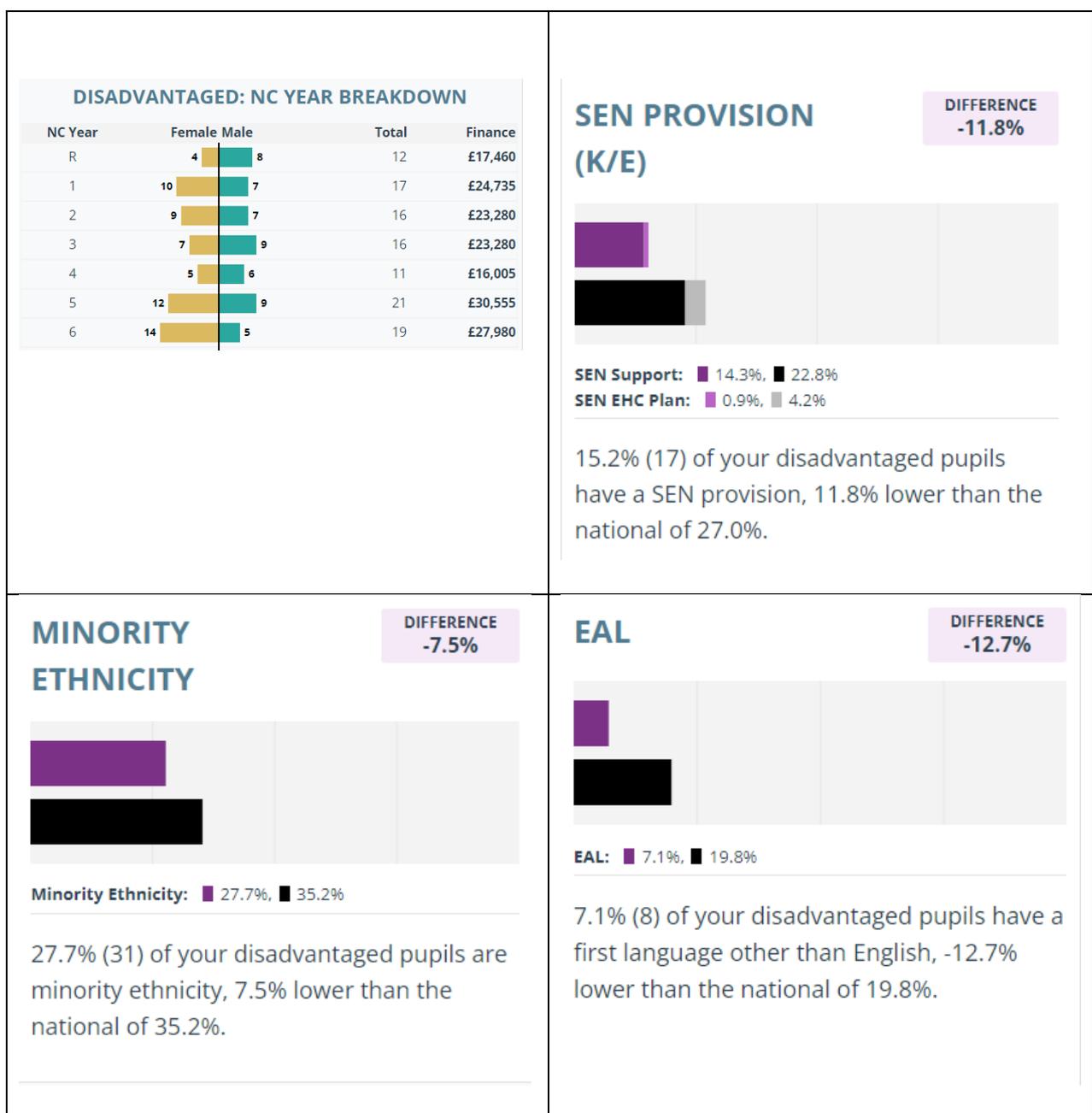
Detail	Amount
Pupil premium funding allocation this academic year 22-23	£163,295
Recovery premium funding allocation this academic year	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179,535

Context

112 of our school's 202 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 55.4% of our cohort. This is 28.7% higher than the national average of 26.7%.

56.0% (61) of our female pupils are disadvantaged, 29.3% higher than the national of 26.7%. 54.8% (51) of our male pupils are disadvantaged, 28.0% higher than the national of 26.8%.

Disadvantaged pupils contribute £163,295 to the budget of our school in disadvantaged funding.



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention Programmes for pupils whose education has been worst affected, through the barriers that they may face, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Engagement and Participation</u></p> <p>Assessments, observations, and discussions with pupils indicate a high number of disadvantaged pupils who are ‘quietly disengaged’ in learning. Behaviour of these children is good, but some children are demonstrating ‘learnt helplessness’. Questioning across lessons is not always routinely directed at disadvantaged pupils resulting in many being able to avoid high order thinking or early challenge. While our teaching at Brierley Hill is good, it needs to be great for our disadvantaged children.</p>
2	<p><u>Reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Internal and external assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils throughout the school.</p>
3	<p><u>Mathematics</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with mathematics than their peers due to gaps in their foundational knowledge. Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils throughout the school.</p>
4	<p><u>Wellbeing and Mental Health</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and social interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during and after the pandemic. A number of pupils currently require additional support with social and emotional needs and are receiving small group/individual interventions.</p>
5	<p><u>Attendance</u></p> <p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. This has a direct link to the achievement of disadvantaged pupils across the core subject areas.</p>

Intended outcomes

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

Intended outcome	Success criteria
1. Improved engagement and participation across all lessons	Observations and teacher feedback indicate that disadvantaged pupils are routinely engaged in all elements of lessons and are challenged in their thinking. As a result of this the attainment gap that exists across curriculum subject areas no longer exists.
2. Improved reading attainment among disadvantaged pupils.	Reading outcomes (KS2) in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard or that this group are in line with or above non-disadvantaged pupils.
3. Improved maths attainment among disadvantaged pupils.	Maths outcomes (KS2) in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard or that this group are in line with or above non-disadvantaged pupils.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in the number of children needing to access intervention groups • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Termly attendance monitoring figures demonstrate that the attendance rate for disadvantaged pupils is above 96% on a consistent basis and/or is in line or above the attendance of non-disadvantaged pupils.

Activity in this academic year (22-23)

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

Teaching Budgeted cost: £80,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of senior leader to oversee PP strategy	EEF implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation' "Successful schools have clear, responsive leadership"	4, 6, 8
CPD for all staff, support given to RQT	EEF Toolkit – Research into Practice – showed that CPD helps with positive changes in teachers' attitude and allowed teachers to embed quality and effective practice CPD for early careers teachers – increases knowledge and self-efficacy	1,2
Regular pupil progress meetings to identify student needs, concerns and look at interventions	EEF Toolkit – Mentoring + 2 months impact	1, 2, 6
Use of maths and English sessions in order to cover any gaps that may occur and ensure retrieval practice is routinely used to monitor this.	EEF toolkit – A targeted support for low achieving pupils - + 3 months DFE document – closing the gap states that a good education can transform lives for the better – on average there is a 4.3 months gap at start of school between disadvantaged and their peers.	1, 2, 6
Targeted in class small group interventions, using support staff (English and Maths)	EEF toolkit – Small group tuition - + 4 months impact DFE – School led tutoring guidance - + 4 months impact	1, 2

Aim – To promote inclusive classrooms, allow for differentiated instruction, and meet the diverse needs of all pupils. Improve academic achievement, increase student engagement, and foster positive relationships between pupils and teachers. Quality first teaching in place to reduce the need for additional interventions and ensure all pupils have access to high-quality education.

Targeted academic support

Budgeted cost: £33,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading interventions for students in KS2 who are still accessing the phonics programme or have just finished this.</i>	EEF Toolkit – Reading comprehension - + 6 months impact	1, 2
<i>Targeted in lesson intervention sessions – English and Maths</i>	EEF Toolkit – Small group tuition - + 4 months impact DFE – School Led Tutoring Guidance - + 4 Months impact	1, 2
<i>Extra allotted intervention sessions for English and Maths to provide same day intervention where required.</i>	EEF toolkit – A targeted support for low achieving pupils - + 3 months EEF Toolkit – Same day intervention	1, 2, 5

Aim – To improve pupil understanding of key concepts and boost their academic performance. To enhance confidence and motivation, fostering a positive attitude towards learning. Targeted support allows for personalised instruction, addressing specific learning needs and promoting progress.

Wider strategies

Budgeted cost: £64,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly assemblies to develop cultural understanding and look at British values</i>	Life skills and enrichment from DFE states that children need an all-rounded approach. Children need to be well-rounded and culturally rich.	7,8
<i>Creation of Pupil Premium champion to maintain focus of PP throughout the school, liaising with staff to monitor and signpost interventions and barriers</i>	EEF Toolkit – Putting Evidence to Work, A Guide for Implementation. This highlights the need for leadership to facilitate projects	4, 6
<i>Increased parental engagement through regular contact with staff.</i>	EEF Toolkit – Parental Engagement - + 4 months impact	3, 6
<i>Designated attendance officers to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed</i>	EEF – Parental engagement - + 4 months impact	3
<i>Introduction of school app and class blog to allow easy access to newsletters, school information and other information – to raise the awareness of school and foster relationships/engagement</i>	EEF – Parental engagement - + 4 months impact	3
<i>Allow access to extra-curricular activities and school trips.</i>	EEF Toolkit – Arts Participation - + 3 months impact	7, 8

Aim To provide a holistic approach to supporting pupils, addressing their academic, social, and emotional needs. Strategies to promote a positive school environment, fostering a sense of belonging and well-being. To improve attendance, engagement, and overall pupil satisfaction. Strategies to enhance collaboration between staff, parents, and agencies, promoting a strong support network for pupils.

Total budgeted cost: £179,535

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 2022 to 2023 academic year.

Outcomes – Summer 2023

EYFS

Good Level of Development

54.5% of our school's Disadvantaged cohort achieved a good level of development, **6 pupils** out of 11.

This is **15.4%** lower than the **national Non-Disadvantaged** cohort at **69.9%**.

The Disadvantaged pupil(s) in our school are in **percentile 44** for **EYFS good level of development** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-15.4%
National: Disadvantaged	+2.5%
School: Non-Disadvantaged	-33.7%



Average number ELGs at expected level

Our school's Disadvantaged cohort of 11 pupils have an **EYFS average number of ELGs at the expected level of 12.8**.

This is **1.6** lower than the **national Non-Disadvantaged** cohort at **14.4**.

The Disadvantaged pupil(s) in our school are in **percentile 55** for **EYFS average number of ELGs at the expected level** when compared to other schools.

Yr 1 Phonics

76.5% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **13 pupils** out of 17.

This is **5.7%** lower than the **national Non-Disadvantaged** cohort at **82.2%**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **improved by 10.9%** from -16.6% in 2021/22, to -5.7% in 2022/23.

Our Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 14.0%** from 62.5% in 2021/22, to 76.5% in 2022/23.

The Disadvantaged Year 1 pupil(s) in our school are in **percentile 35** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-5.7%
National: Disadvantaged	+9.8%
School: Non-Disadvantaged	-3.5%



Phonics Expected Standard Year 2

100.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, **6 pupils** out of 6.

This is **37.9%** higher than the **national Non-Disadvantaged** cohort at **62.1%**.

Your **school's gap to Non-Disadvantaged pupils nationally** has **improved by 51.9%** from -14.0% in 2021/22, to +37.9% in 2022/23.

Your Year 2 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 66.7%** from 33.3% in 2021/22, to 100.0% in 2022/23.

The Disadvantaged Year 2 pupil(s) in your school are in **percentile 1** for **Phonics Expected Standard** when compared to other schools.

End of Key Stage 1

KS1 Reading, Writing, Mathematics Combined – Expected Standard

38.5% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **5 pupils** out of 13.

This is **22.5%** lower than the **national Non-Disadvantaged** cohort at **61.0%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 14.4%** from -8.1% in 2021/22, to -22.5% in 2022/23.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 11.5%** from 50.0% in 2021/22, to 38.5% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 51** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

KS1 Reading, Writing, Mathematics Combined – Greater Depth

0.0% of our school's Disadvantaged cohort achieved Greater Depth in Reading, Writing & Maths, **0 pupils** out of 13.

This is **7.3%** lower than the **national Non-Disadvantaged** cohort at **7.3%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.3%** from -7.0% in 2021/22, to -7.3% in 2022/23.

Our Disadvantaged cohort's **Reading, Writing & Maths Greater Depth** has **remained the same** from 0.0% in 2021/22, to 0.0% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 17** for **Reading, Writing & Maths Greater Depth** when compared to other schools.

KS1 Reading – Expected Standard

53.8% of our school's Disadvantaged cohort achieved the expected standard in Reading, **7 pupils** out of 13.

This is **19.0%** lower than the **national Non-Disadvantaged** cohort at **72.8%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 11.9%** from -7.1% in 2021/22, to -19.0% in 2022/23.

Our Disadvantaged cohort's **Reading Expected Standard** has **decreased by 10.5%** from 64.3% in 2021/22, to 53.8% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 51** for **Reading Expected Standard** when compared to other schools.

KS1 Reading – Greater Depth

15.4% of our school's Disadvantaged cohort achieved Greater Depth in Reading, **2 pupils** out of 13.

This is **6.4%** lower than the **national Non-Disadvantaged** cohort at **21.8%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 0.1%** from -6.5% in 2021/22, to -6.4% in 2022/23.

Our Disadvantaged cohort's **Reading Greater Depth** has **increased by 1.1%** from 14.3% in 2021/22, to 15.4% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 23** for **Reading Greater Depth** when compared to other schools.

KS1 Writing – Expected Standard

46.2% of our school's Disadvantaged cohort achieved the expected standard in Writing, **6 pupils** out of 13.

This is **18.8%** lower than the **national Non-Disadvantaged** cohort at **65.0%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 6.4%** from -12.4% in 2021/22, to -18.8% in 2022/23.

Our Disadvantaged cohort's **Writing Expected Standard** has **decreased by 3.8%** from 50.0% in 2021/22, to 46.2% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 48** for **Writing Expected Standard** when compared to other schools.

KS1 Writing – Greater Depth

0.0% of our school's Disadvantaged cohort achieved Greater Depth in Writing, **0 pupils** out of 13.

This is **9.7%** lower than the **national Non-Disadvantaged** cohort at **9.7%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.3%** from -9.4% in 2021/22, to -9.7% in 2022/23.

Our Disadvantaged cohort's **Writing Greater Depth** has **remained the same** from 0.0% in 2021/22, to 0.0% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 23** for **Writing Greater Depth** when compared to other schools.

KS1 Mathematics – Expected Standard

61.5% of our school's Disadvantaged cohort achieved the expected standard in Maths, **8 pupils** out of 13.

This is **13.5%** lower than the **national Non-Disadvantaged** cohort at **75.0%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 5.6%** from -7.9% in 2021/22, to -13.5% in 2022/23.

Our Disadvantaged cohort's **Maths Expected Standard** has **decreased by 2.8%** from 64.3% in 2021/22, to 61.5% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 41** for **Maths Expected Standard** when compared to other schools.

KS1 Mathematics – Greater Depth

0.0% of our school's Disadvantaged cohort achieved Greater Depth in Maths, **0 pupils** out of 13.

This is **19.0%** lower than the **national Non-Disadvantaged** cohort at **19.0%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 8.6%** from -10.4% in 2021/22, to -19.0% in 2022/23.

Our Disadvantaged cohort's **Maths Greater Depth** has **decreased by 7.1%** from 7.1% in 2021/22, to 0.0% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 43** for **Maths Greater Depth** when compared to other schools.

End of Key Stage 2

KS2 Reading, Writing, Maths Combined – Expected Standard

57.9% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **11 pupils** out of 19.

This is **8.0%** lower than the **national Non-Disadvantaged** cohort at **65.9%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 22.3%** from -30.3% in 2021/22, to -8.0% in 2022/23.

Our Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 22.6%** from 35.3% in 2021/22, to 57.9% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 26** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

KS2 Reading, Writing, Maths Combined – Higher Standard

0.0% of our school's Disadvantaged cohort achieved the higher standard in Reading, Writing & Maths, **0 pupils** out of 19.

This is **9.9%** lower than the **national Non-Disadvantaged** cohort at **9.9%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.8%** from -9.1% in 2021/22, to -9.9% in 2022/23.

Our Disadvantaged cohort's **Reading, Writing & Maths Higher Standard** has **remained the same** from 0.0% in 2021/22, to 0.0% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 27** for **Reading, Writing & Maths Higher Standard** when compared to other schools.

KS2 Reading – Expected Standard

63.2% of our school's Disadvantaged cohort achieved the expected standard in Reading, **12 pupils** out of 19.

This is **14.6%** lower than the **national Non-Disadvantaged** cohort at **77.8%**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **improved by 0.6%** from -15.2% in 2021/22, to -14.6% in 2022/23.

Our Disadvantaged cohort's **Reading Expected Standard** has **decreased by 1.5%** from 64.7% in 2021/22, to 63.2% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 51** for **Reading Expected Standard** when compared to other schools.

KS2 Reading – Higher Standard

15.8% of our school's Disadvantaged cohort achieved the higher standard in Reading, **3 pupils** out of 19.

This is **18.0%** lower than the **national Non-Disadvantaged** cohort at **33.8%**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **decreased by 3.1%** from -14.9% in 2021/22, to -18.0% in 2022/23.

Our Disadvantaged cohort's **Reading Higher Standard** has **decreased by 1.8%** from 17.6% in 2021/22, to 15.8% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 49** for **Reading Higher Standard** when compared to other schools.

KS2 Reading Progress

Our school's Disadvantaged cohort of 18 pupils have a **Reading Progress Score** of **-1.16**.

This is **1.57** lower than the **national Non-Disadvantaged** cohort at **+0.41**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **improved by 1.53** from -3.10 in 2021/22, to -1.57 in 2022/23.

Our Disadvantaged cohort's **Reading Progress Score** has **increased by 1.53** from -2.69 in 2021/22, to -1.16 in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 58** for **Reading Progress Score** when compared to other schools.

KS2 Writing – Expected Standard

68.4% of our school's Disadvantaged cohort achieved the expected standard in Writing, **13 pupils** out of 19.

This is **8.6%** lower than the **national Non-Disadvantaged** cohort at **77.0%**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **improved by 2.2%** from -10.8% in 2021/22, to -8.6% in 2022/23.

Our Disadvantaged cohort's **Writing Expected Standard** has **increased by 3.7%** from 64.7% in 2021/22, to 68.4% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 32** for **Writing Expected Standard** when compared to other schools.

KS2 Writing – Higher Standard

0.0% of our school's Disadvantaged cohort achieved the higher standard in Writing, **0 pupils** out of 19.

This is **16.1%** lower than the **national Non-Disadvantaged** cohort at **16.1%**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **decreased by 12.3%** from -3.8% in 2021/22, to -16.1% in 2022/23.

Our Disadvantaged cohort's **Writing Higher Standard** has **decreased by 11.8%** from 11.8% in 2021/22, to 0.0% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 43** for **Writing Higher Standard** when compared to other schools.

KS2 Writing Progress

Our school's Disadvantaged cohort of 18 pupils have a **Writing Progress Score** of **-0.35**.

This is **0.69** lower than the **national Non-Disadvantaged** cohort at **+0.34**.

Our **school's gap to Non-Disadvantaged pupils nationally** has **decreased by 0.30** from -0.39 in 2021/22, to -0.69 in 2022/23.

Our Disadvantaged cohort's **Writing Progress Score** has **decreased by 0.35** from 0.00 in 2021/22, to -0.35 in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 48** for **Writing Progress Score** when compared to other schools.

KS2 Mathematics – Expected Standard

73.7% of our school's Disadvantaged cohort achieved the expected standard in Maths, **14 pupils** out of 19.

This is **5.0%** lower than the **national Non-Disadvantaged** cohort at **78.7%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 20.0%** from -25.0% in 2021/22, to -5.0% in 2022/23.

Our Disadvantaged cohort's **Maths Expected Standard** has **increased by 20.8%** from 52.9% in 2021/22, to 73.7% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 29** for **Maths Expected Standard** when compared to other schools.

KS2 Mathematics – Higher Standard

0.0% of our school's Disadvantaged cohort achieved the higher standard in Maths, **0 pupils** out of 19.

This is **28.4%** lower than the **national Non-Disadvantaged** cohort at **28.4%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 1.3%** from -27.1% in 2021/22, to -28.4% in 2022/23.

Our Disadvantaged cohort's **Maths Higher Standard** has **remained the same** from 0.0% in 2021/22, to 0.0% in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 61** for **Maths Higher Standard** when compared to other schools.

KS2 Mathematics Progress

Our school's Disadvantaged cohort of 18 pupils have a **Maths Progress Score** of **-2.60**.

This is **3.08** lower than the **national Non-Disadvantaged** cohort at **+0.48**.

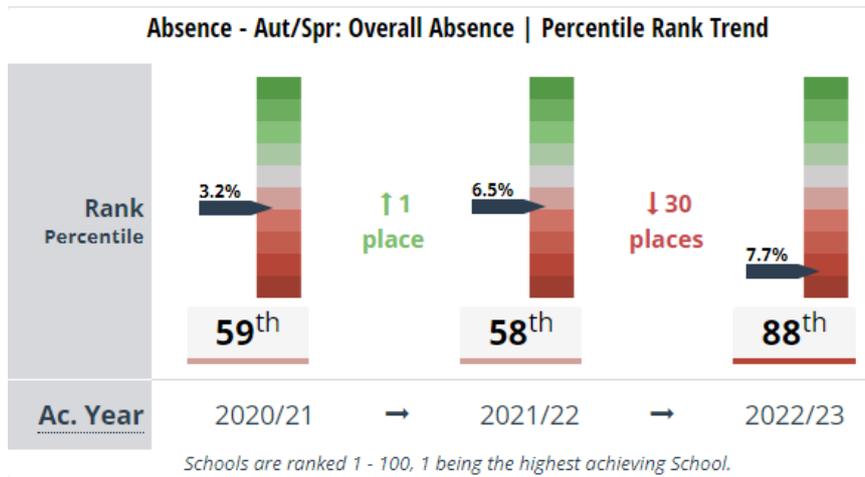
Our **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.04** from -3.04 in 2021/22, to -3.08 in 2022/23.

Our Disadvantaged cohort's **Maths Progress Score** has **decreased by 0.10** from -2.50 in 2021/22, to -2.60 in 2022/23.

The Disadvantaged pupil(s) in our school are in **percentile 68** for **Maths Progress Score** when compared to other schools.

Attendance

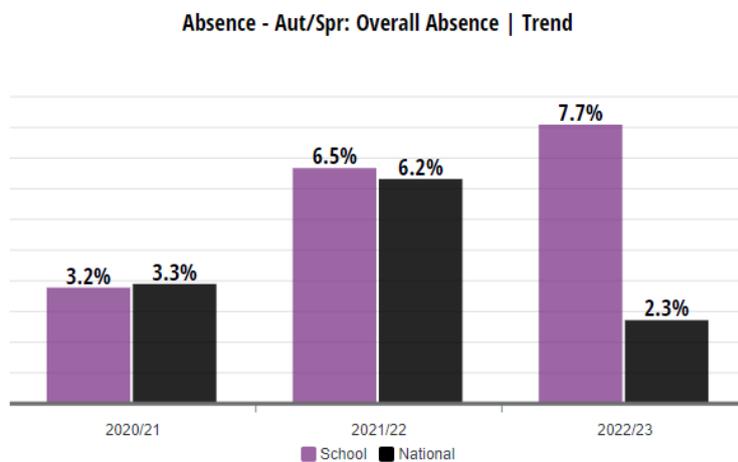
Autumn/Spring Comparative Data



Our school is in **percentile 88** when compared to all schools nationally for Overall Absence. The school in the same decile as us had an Overall Absence percentage between **7.2%** and **7.9%**. Our school **fell 30** places in the percentile rankings between 2021/22 and 2022/23, from **58** to **88**.

Absence - Aut/Spr: Overall Absence | Relative Change

	2020/21 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	3.2%	+3.3%	6.5%	+1.2%	7.7%
National	3.3%	+2.9%	6.2%	-3.9%	2.3%
Relative Change	n/a	+0.4%	n/a	+5.1%	n/a



Our school's Overall Absence has **increased by 1.2%** from **6.5%** in 2021/22 to **7.7%** in 2022/23. Our school's average for the last 3 academic year(s) is **5.8%**.