



Pupil premium strategy statement 2024- 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, to '**do all the good we can**' to enable all children to flourish.

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	Richmond Methodist Primary and Nursery School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	11.6% Pupil Premium (53 pupils – 8 of which are on the SEND register) Service pupil 7%
Proportion (%) of pupil premium eligible pupils as of December 2024	68 pupils – 26 Service Pupils 42 Pupil Premium
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sharon Stevenson, Headteacher
Pupil premium lead	Joe Larder, Deputy Headteacher
Governor	Kathleen Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£60,835.82
FSM 6	£48,840
Service Pupils	£6,800
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	£60,835.82 allocated to school

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. We have seen a significant increase in EAL and now the school has 3 children from Ukraine. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. 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 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
- regularly review pupil data, discuss progress and moderate pupil's work to ensure that progress is maintained, and needs are constantly reviewed and emerging needs 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>On closer inspection of our data, we noted that 7/53 children eligible for pupil premium funding are also receiving SEND support which poses additional barrier for learning. Furthermore, 16 of our PP children can be frequently dysregulated due to social, emotional & mental health challenges, which negatively impact their academic progress.</p> <p>Our assessments (including the wellbeing survey 'Growing Up In North Yorkshire'), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably mental health. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Out of 52 children, 22 pupils currently require additional SEMH support.</p>
2	<p>36% of the children getting additional support for SEMH within the school are disadvantaged pupils. Current trends indicate that our service children are requiring increasingly more support with their emotions and emotional resilience.</p>
3	<p>Improvements in attendance have been sustained, especially for our disadvantaged pupils and those with SEND. In 2023-2024, whole school attendance was 95.6%, Pupil Premium was 94.5% and SEND support was 95.7% and EHCP was 94.5%. Attendance is slightly above the National average with school absence 4.4%, below National at 5.5%. Persistent absence is 1.5%, below 18.2% for primary schools in 2023-2024.</p> <p>45% of our pupil premium children fall in the persistently absence or low attendance category. This is considerably above our non-pupil premium children where this figure is 32.8%. Data shows that 60% of children with SEN who are also eligible for pupil premium fall into the persistently absent or low attendance category.</p> <p>There are challenges around persistent absence due to medical needs, other illnesses and challenges associated with family and parent well-being. The school has 4 children who were persistent absentees this year and last year. Teachers, SLT, SENDCo work in collaboration-adopting a multi-agency approach-to support children and families.</p>
4	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is in line with non-disadvantaged pupils, in general.</p>

	<p>However, notably data indicates that the attainment in writing for our Service Children is below those children not disadvantaged in Year 1, 2 and 6.</p> <p>The attainment of disadvantaged pupil is lower than that of non-disadvantaged pupils in reading in year 4 and maths in year 1.</p>
5	Internal data and pupil conferencing indicate that our pupil premium children are less likely to experience a wider range of cultural, physical and social experiences.

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
Our aspiration is for all children to make progress in reading, writing and maths.	>90% will achieve the expected standard
Little Wandle training	<p>Staff across school will be confident and competent with delivering early reading to children in KS1 and KS2, for those who need additional support.</p> <p>> 94% will pass the PSC</p>
To continue to improve attendance for all pupils and to support vulnerable and targeted children and families.	<p>Pupil premium attendance will be >95%</p> <p>A reduction in the number of children in the PA or LA group for attendance.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Pupil premium children will be supported with self-regulation and mental health and wellbeing strategies to reduce behaviour incidents and suspensions.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Quantitative data obtained from Boxall/ ELSA assessments • a significant increase in participation in enrichment

	<p>activities, particularly among disadvantaged pupils</p> <ul style="list-style-type: none"> • The percentage of pupil premium children requiring additional support to self-regulate will have reduced. • Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • a reduction of incidents on CPOMs linked to mental health • The number of fixed term suspensions will be lower than 2023/24
<p>Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.</p>	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.</p> <p>To monitor and track attendance of PP children in enrichment opportunities.</p> <p>Planned and recorded opportunities for disadvantaged pupils to support with social and emotional development.</p>

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: **£27,378**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing the role of the SENDCo (from 0.2 to 0.4 per week) to support social and emotional wellbeing</p> <p>(£9633)</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Pupil and staff feedback has highlighted the impact and success on running Nurture groups during the 2023-24 school year and we wish to broaden this offer to reach more pupils at different points in the day to support the mental health and wellbeing of our pupils.</p>	<p>1,2& 3</p>
<p>CPD for staff including TAs around supporting children emotionally and behaviourally</p> <p>Cost of training staff to be able to deliver ELSA programme(</p>	<p>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).</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2&3</p>

<p>3 x trained staff members (£2400) and the Thrive Programme (£1000).</p>		
<p>Cost of subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase of additional Little Wandle Letters and Sounds Revised resources and diagnostic testing. (£995)</p>	<p>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.</p> <p>EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4</p>
<p>Deputy Headteacher and SENDCo to build relationships with families in order to improve attendance and to support them with dealing with challenging behaviours.</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Behaviour interventions (+4 months progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-</p>	<p>3</p>

<p>SENCO to attend the 'How to coach parents in behaviour'- Paul Dix (£250)</p>	<p>learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p> <p>Improving behaviour in school- EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1736078126</p>	
<p>The maths team to engage with the local maths hub to sustaining teaching for mastery across all year groups, from R to Y6.</p> <p>Additional HLTA 0.5 to support the teaching of maths in smaller, single year groups across KS2.</p> <p>NQT to support teaching of smaller, single year group maths across KS2.</p> <p>(£9750)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4
<p>Write for life-writing intervention</p>	<p>Writing intervention</p>	

training and resources (£350)	EEF- Improving Literacy- https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF- Small group tuition (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
CPD to further embed the teaching of Literacy Tree across school. £1500	EEF- Improving literacy in primary school https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1736245996 Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease ,	4

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

Budgeted cost: **£27,435**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Little Wandle 'Keep-Up' and 'Catch-Up' Sessions & Little Wandle Rapid Catch-Up & SEND	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress). Phonics Toolkit Strand Education Endowment Foundation EEF	1,2, 4

Programmes (
<p>Delivering targeted academic support to close gaps in children's learning.</p> <p>A significant proportion of the pupils who receive intervention will be disadvantaged. (£2340)</p>	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 4
<p>Deputy Headteacher and SENDCo to work with individual parents and children to improve attendance by engaging with DfE's Improving School Attendance. (£1560)</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
To run daily Nurture	EEF- Social and emotional learning (+4 months progress)	1,2,3,4, 5,

<p>groups (AM and PM). Group delivered by the school SENCO and DHT. (£9000 per year) Nurture Football groups which are delivered by qualified sports coaches 3 days a week. (£3000 per year)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</p> <p>EEF- Physical activity (+1 month impact)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>One-to-one support given to our PP children by TAs and teachers in class to ensure that attainment in maths for our disadvantaged children is on par with the attainment of children not disadvantaged in Year 3, 4, 5 and 6.</p>	<p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4
<p>Increase licenses available for pupils to</p>	<p>Individualised learning- +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	4

<p>engage with 'Reading Plus'. 299 licenses (£2185.09)</p>	<p>Reading comprehension strategies- +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Boxall- A comprehensive whole-school approach to assess and support the social, emotional, and behavioural development of all children and young people, to positively impact their learning, behaviour, attendance, and wellbeing. £110</p>	<p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress). EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Century Teach Learning and Teaching resource. This subscription is KS2 specific. This is an artificially intelligent software used for</p>	<p>Homework- (+5 months impact) Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p>	<p>4</p>

<p>homework and intervention in reading, maths and SPAG</p> <p>£1780 (£5340- for 3rs)</p>	<p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF- Individualised instruction (+4 months impact)</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 15,139.89

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Pastoral Support Staff and MSAs to support behaviour over lunch</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p>	<p>1&2</p>

<p>times and to support our OPAL zones at lunch times £4,000</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Monitor the attendance of children eligible for pupil premium funding and build positive relationships with families.</p> <p>Establish nurturing starts/soft starts for some children, teaching metacognition and self-regulation</p>	<p>EEF Parental Engagement – moderate impact based on very low cost (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Metacognition and Self-Regulation – very high impact based on very low cost (+7 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3</p>
<p>Staffing of free places at Wrap-Around-Care club to support with attendance (cost of 2 place before and after</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Free Breakfast club impact- 2+ months progress in reading, writing and maths</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-magic-breakfast-a-case-study-in-scaling-evidence-for-impact?utm_source=/news/eef-blog-magic-breakfast-a-case-</p>	<p>1,2,3,5</p>

school £7020)	study-in-scaling-evidence-for-impact&utm_medium=search&utm_campaign=site_search&search_term=breakfast	
Free extra-curricular club cost (£2,022.54)	<p>EEF- Physical activity (+1 month impact)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
Forest school groups (£936)	<p>Internal data shows that Forest School Sessions targets at pupils eligible for PP, SEN and pupils has had significant impact of the children's mental health, wellbeing and attendance.</p> <p>EEF- Outdoor learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor</p>	1,2,3,5

Total budgeted cost: £59,831.54

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.

School Free Meals attainment 2023-24																			
	Pupil Count	2023/23 Sum Maths Main Assessment - At or above ABE	2023/24 4x4 Maths Main Assessment - At or above ABE	2023/24 Spr Maths Main Assessment - At or above ABE	2023/24 Sum Maths Main Assessment - At or above ABE	2023/24 4x4 Maths Main Assessment - Above ABE	2023/24 Spr Maths Main Assessment - Above ABE	2023/24 Sum Maths Main Assessment - Above ABE	2023/23 Sum Writing Main Assessment - At or above ABE	2023/24 4x4 Writing Main Assessment - At or above ABE	2023/24 Spr Writing Main Assessment - At or above ABE	2023/24 Sum Writing Main Assessment - At or above ABE	2023/24 4x4 Reading Main Assessment - At or above ABE	2023/24 Spr Reading Main Assessment - At or above ABE	2023/24 Sum Reading Main Assessment - At or above ABE	2023/24 4x4 Reading Main Assessment - Above ABE	2023/24 Spr Reading Main Assessment - Above ABE	2023/24 Sum Reading Main Assessment - Above ABE	
Reception	2 (6%)	100%	50%	50%	50%	0%	0%	0%	100%	50%	50%	50%	0%	0%	0%	0%	0%	0%	0%
Year 1	7 (19%)		84%	84%	84%	0%	0%	0%		29%	29%	29%	0%	0%	0%	29%	43%	57%	14%
Year 2	6 (17%)	60%	67%	67%	67%	0%	0%	33%	40%	50%	67%	67%	0%	0%	0%	67%	67%	67%	33%
Year 3	8 (22%)	63%	50%	63%	63%	25%	13%	13%	63%	50%	50%	50%	13%	13%	13%	63%	50%	63%	13%
Year 4	3 (8%)	100%	100%	100%	100%	0%	0%	0%	100%	100%	100%	100%	0%	0%	0%	100%	100%	100%	0%
Year 5	6 (17%)	33%	33%	33%	33%	0%	0%	0%	17%	17%	17%	17%	0%	0%	0%	50%	33%	33%	17%
Year 6	4 (11%)	25%	25%	25%	25%	25%	25%	25%	0%	0%	0%	0%	0%	0%	0%	50%	50%	50%	25%

- For the academic year 2023-24, disadvantaged pupils' data was in line with non-disadvantaged children in the core subjects of the curriculum.
- There has been a sustained improvement in attendance from the target pupils and data shows only a 0.1% different in school and national data. Attendance in the school has progressed year-on-year since 2021.
- School persistent absence is at 4.3% below 14.7% for primary school nationally.
- Phonics score were at 94%
- Support for children's mental health and wellbeing will continue to be priority in the future

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
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Service pupil premium funding (optional)

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

Measure	Details																																																																																																																																																																																																																																																																																																																			
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Pupil premium and service pupils were supported directed with targeted academic support, including booster session with a focus on reading, writing and maths. These took place both during school hours and as additional sessions.</p> <p>Our service children took part in small-group forest school sessions every week and most service pupils had the chance to take part in several workshops hosted by the area 'service pupils' champion'.</p> <p>Some of our service pupils were part of our first year of nurture groups.</p>																																																																																																																																																																																																																																																																																																																			
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Many service pupils in the school achieved their age-related expectations for reading, writing and maths. Those who did not will be supported further in this academic year.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr style="background-color: #4CAF50; color: white;"> <th colspan="17">Service Pupils- Attainment 2023/24 -</th> </tr> <tr style="background-color: #e8f5e9;"> <th colspan="2"></th> <th colspan="6">Reading</th> <th colspan="6">Writing</th> <th colspan="5">Maths</th> </tr> <tr style="background-color: #e8f5e9;"> <th colspan="2"></th> <th>2022/23</th><th>2023/24</th><th>2023/24</th><th>2023/24</th><th>2023/24</th><th>2023/24</th> <th>2022/23</th><th>2023/24</th><th>2023/24</th><th>2023/24</th><th>2023/24</th><th>2023/24</th> <th>2022/23</th><th>2023/24</th><th>2023/24</th><th>2023/24</th> </tr> <tr style="background-color: #e8f5e9;"> <th colspan="2"></th> <th>Summ-er-At or above ARE</th><th>Autu-mn-At or above ARE</th><th>Spring-At or above ARE</th><th>Summ-er-At or above ARE</th><th>Autum-n-At or above ARE</th><th>Spring-At or above ARE</th><th>Summ-er-At or above ARE</th><th>Autu-mn-At or above ARE</th><th>Spring-At or above ARE</th><th>Summ-er-At or above ARE</th><th>Autum-n-At or above ARE</th> <th>Summ-er-At or above ARE</th><th>Autu-mn-At or above ARE</th><th>Spring-At or above ARE</th><th>Summ-er-At or above ARE</th> </tr> </thead> <tbody> <tr> <td>Reception</td><td>7 (32%)</td> <td>75%</td><td>86%</td><td>86%</td><td>86%</td><td>0%</td><td>0%</td><td>0%</td> <td>75%</td><td>71%</td><td>57%</td><td>86%</td><td>0%</td><td>0%</td><td>0%</td> <td>75%</td><td>86%</td><td>86%</td><td>86%</td><td>0%</td><td>0%</td><td>0%</td> </tr> <tr> <td>Year 1</td><td>2 (9%)</td> <td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td> <td>50%</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>0%</td> <td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td> </tr> <tr> <td>Year 2</td><td>1 (5%)</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td> </tr> <tr> <td>Year 3</td><td>3 (14%)</td> <td>0%</td><td>33%</td><td>33%</td><td>33%</td><td>33%</td><td>33%</td><td>33%</td> <td>0%</td><td>67%</td><td>67%</td><td>67%</td><td>33%</td><td>33%</td><td>33%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>33%</td><td>33%</td><td>33%</td> </tr> <tr> <td>Year 4</td><td>3 (14%)</td> <td>67%</td><td>100%</td><td>67%</td><td>100%</td><td>0%</td><td>0%</td><td>33%</td> <td>0%</td><td>67%</td><td>67%</td><td>67%</td><td>0%</td><td>0%</td><td>0%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>33%</td><td>67%</td><td>67%</td> </tr> <tr> <td>Year 5</td><td>2 (9%)</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td> <td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>50%</td><td>100%</td><td>100%</td> </tr> <tr> <td>Year 6</td><td>1 (5%)</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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	<p>100% of service pupils made expected or better than expected progress.</p>
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Teachers observed improvements in wellbeing amongst service children which enabled them to focus more effectively in class and self-regulate their emotions.