



Pupil Premium Strategy Statement

September 2023-
July 2026

Pupil premium strategy statement

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	2023	2024	2025
School name	Swallownest Primary School		
Number of pupils in school	221 (FS1-Y6)	219 (FS1-Y6)	199 (FS1-Y6)
Proportion (%) of pupil premium eligible pupils	(50) 22.6%	(50) 22.8%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Strategy aims and activities outlines below are for 2023-26 but reviewed annually in line with three-year overview intended outcomes.		
Date this statement was published	October 2023 (see updates)		
Date on which it will be reviewed	October 2023	October 2024	October 2025
Statement authorised by	SWP		
Pupil premium lead	Mr L McHale (EHT)		
Governor / Trustee lead	Hilary Best/ Jenny Edgerton	Jenny Edgerton	Carl Maw

Funding overview

Detail	October 23	October 24	October 25
Pupil premium funding allocation academic year	£72, 750 + £12,650	£74,000 + £12,850	£82,125
Recovery premium funding allocation academic year	£3,552 + £3,240		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount	£92, 192	£86, 850	£82,125

available to your school this academic year			
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Part A: Pupil premium strategy plan

Statement of intent 2023-26

At Swallownest Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel accepted
- All pupils feel loved
- All pupils achieve
- All pupils feel welcome
- All pupils access quality first teaching.
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at SWP, we ensure that pupils are given the opportunities to practise speaking and listening. We encourage the use of drama and performances (Covid 19 appropriate), pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of the individual plans (Pupils Progress Meetings- PPMs), all pupil premium pupils' needs are prominent in their learning journey. Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

We know that we will be successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information.

Challenges

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

Challenge number	Detail of challenge
1 COVID/ attendance	<p>As a result of Covid-19, following lockdowns, school closures and self-isolation a number of pupil premium pupils are highly likely to have experienced additional educational barriers. As a result of this, gaps within their learning are likely to have occurred.</p> <p>Towards the middle of lockdown 1 and during all of lockdown 2, not all pupil premium pupils who were invited in, attended. For some of our families, lack of engagement with online lessons impacted their progress during these difficult times. For many of our pupil premium pupils, the lockdowns resulted in a detrimental impact on their progress and engagement. We are worried that, should a lockdown happen again, these pupils would struggle again.</p> <p>Historical data shows attendance for PP is an on- going issues complicated further by COVID and isolation periods.</p>
2 SEN need include language barriers.	<p>A high number of our pupil premium pupils, in each cohort, have additional SEN or Speech and Language needs and therefore need a greater degree of individual interventions.</p> <p>Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage, since the pandemic, have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.</p>
3 Phonics and Early Reading	<p>Virtual lessons in lockdown continued but were particularly challenging for younger pupils who were unable to maintain focus for longer session. Early reading and phonic skills were impacted more than other curriculum areas. Pupil premium and vulnerable pupils suffered more due to this, especially where parental involvement was an added consideration.</p>
4 SPAG and Writing	<p>The lockdowns and periods of self-isolation impacted on standards in SPAG, especially as during virtual lessons the application of SPAG into writing at length was a significant challenge. Since returning to school, pupils, in particular those pupil premium pupils, are not consistently applying their age-appropriate SPAG knowledge into their independent writing, to the same standard as pre-pandemic.</p>
5 Mental Health needs	<p>During this time, pupils with additional needs struggled more with the isolation. As a result of this, pupil premium pupils required additional support to help with their mental health and how to deal with additional trauma. Those pupil premium pupils with SEN require additional support to deal with the trauma of the lockdown- returning to school behaviours.</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
Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves.	<ul style="list-style-type: none"> - Pupil Premium pupils make good progress - A greater percentage of pupil premium pupils achieve ARE by the end of KS2 over time - Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally - Pupil Premium pupils in year 1 achieve well in their phonics screening - PPM targets are SMART and termly reviewed and reported to parents (PCs)
Pupil Premium pupils access good quality first teaching at all times and in all subjects	<ul style="list-style-type: none"> - Teaching remains at least good in all year groups. Teaching is based on current research. - Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up. - All Pupil Premium Pupils meet their targets.
Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.	<ul style="list-style-type: none"> - Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. - Staff are trained to develop pupils' language acquisition. - Curriculum documentation identifies for curriculum language to be explicitly taught.
An increased number of Pupil Premium pupils achieve well in literacy	<ul style="list-style-type: none"> - Staff are highly skilled to develop the teaching of English- Pathways - Any pupils falling behind are given support to catch up - The percentage of Pupil Premium pupils passing phonics increases - Pupils in KS2 apply their SPAG knowledge to writing at length (book analysis evidence)
Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults.	<ul style="list-style-type: none"> - De-escalation training for ALL staff - Un-conditional positive regard - Support staff to support pupils to regulate their emotions. - Training for all staff on how to recognise pupils' barriers and ensure that they are fully supported (SEN, behaviour attendance) - Pupils have the vocabulary to describe their emotions

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</i></p> <p>Staff training linked to the Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building.</p> <p>Staff training from LA offer, networking, Rotherham School Improvement Service (RoSiS).</p>	<p>Internal data and monitoring outcomes.</p> <p>Research linked to: publications (Rosenshine, Generative Learning)</p> <p>Attendance registers, CPD etc</p>	1-4
<p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Additional staff training and development days through Phonics Bug Club to further develop staff confidence and expertise in phonics. (£2,000)</p> <p>Improve the teaching delivery of English:</p> <ol style="list-style-type: none"> 1. To improve the delivery of English through SOW- Pathways, including progression of SPAG 2. Pathways to Spell programme to improve the Spelling, retention and application in KS1 and KS2. (£1,920) 	<p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium funding. While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.</p>	3-4
<p><i>Targeted booster support for Pupil Premium pupils who have gaps in learning and are not on track to make</i></p>		1-2

<p><i>good progress.</i></p> <p>Diagnostic assessments purchased to identify any gaps in learning for all pupils (YARK).</p> <p>Assessments tool linked to the interventions to provide quality interventions matched to individual needs of Pupil Premium pupils (MoR) Bug Club diagnostic checks</p>	<p>First class @ Number, Sandwell etc previously used- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>School investment in the YARK as it is a quality resource which standardises scores and provides detailed analysis to support pupils' progress, (reading).</p> <p>Bug Club annual subscription, full benefits of an accredited SSP.</p>	
<p><i>High quality support provided for Pupil Premium pupils who needs surrounding mental health and trauma.</i></p> <p>Staff are highly trained in supporting pupils to learn about different feelings and how the feelings impact on their daily lives.</p> <p>All staff support those pupils to work through their emotions.</p> <p>A strong timetable of support is identified for all.</p>	<p>Unconditional positive regard.</p> <p>ELSA trained staff have full access to the research and resources which support the course.</p> <p>Evaluation Report</p>	5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics and Early Reading Support</i>	DfE Research into validated	3

<ul style="list-style-type: none"> - Work with Bug club to further develop staff expertise at delivering phonics confidently. - English lead in school to attend training sessions/ work with identified partner school. - Purchase further Bug Club, resources including more phonetically decodable books. <p>£5000</p>	phonics programmes	
<p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> - Implementation of NELI programme to support language development in FS2 AM (£760 + on costs= £1,500) - Disadvantaged pupils targeted through the support of specialist NHS Speech and Language <p>£2,629</p>	EEF Toolkit: Oral Language Interventions	2
<p><i>Targeted interventions:</i></p> <ul style="list-style-type: none"> - Small group and one to one support to address any gaps in attainment. - Booster groups of all Pupil Premium pupils - Additional 1:1 tutoring intervention - Additional 1:1 reading for all Pupil Premium pupils . - Over staffing to support interventions above <p>£52,000</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	1,2

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund contributions to visits for FSM pupils including residential</i></p> <p>£1,000</p>	<p>Positive impact for pupils who attend residential visits.</p> <p>The funding enables equality of opportunities.</p>	5

	<p>Raises pupils' aspirations and life chances.</p> <p>Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching.</p>	
<p><i>Fund scholarships for FSM pupils to access music/instrumental lessons</i></p> <p><i>£200</i></p>	<p>Positive impact for pupils who have access to musical lessons.</p> <p>Pupils able to access orchestra and potential scholarship to secondary education.</p> <p>Raises pupils' aspirations and life chances.</p>	5
<p><i>Fund contributions to visits for out of hours provisions B/C ASC</i></p> <p><i>£2,600</i></p>	<p>Positive impact for pupils who have access to out of hours provision to aid removal of barriers (attendance/Pre learning ETC).</p>	

Total budgeted cost: £ 87,000

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.

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
Shine	Rising Stars
NTS	Rising Stars
Bug Club	Pearson
Neli	Nuffield Language Intervention
Tiny Talkers	RMBC
Pathways	National Literacy Trust

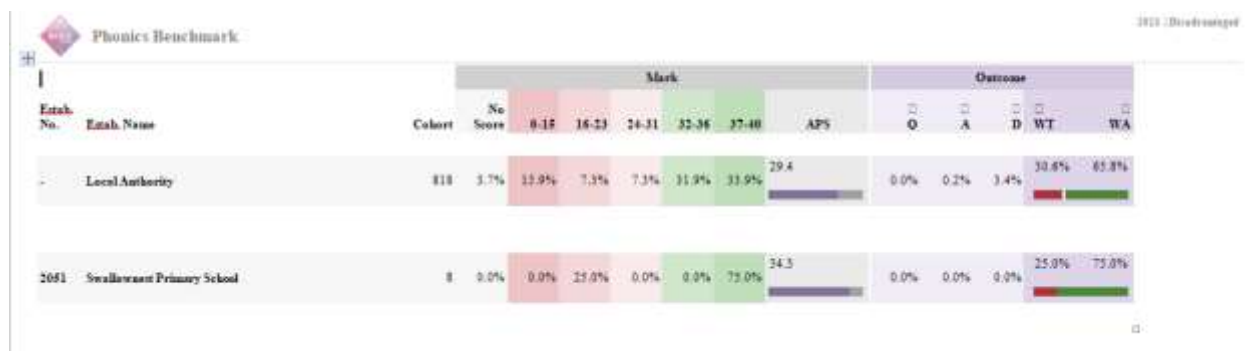
Strategy used 2022/23:	Evaluation:
<p><u>Teaching:</u></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy.</p> <p>Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools.</p> <p>Revise the curriculum offer to include teaching resources which enable staff to identify and plan substantive knowledge.</p> <p>Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p><u>Teaching strategies:</u></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer. See CPD (AME)</p> <p>Ofsted monitoring outcomes:</p> <p>March 23:</p> <p>Good school</p> <p>Leaders do all they can to help pupils be successful. The vast majority of parents and carers speak highly of the school. Summing up the feelings of many, one parent said, 'This school is</p>

	<p>amazing, the teachers ensure that my child is safe and has access to everything he needs.'</p> <p>'Quality of education Good'</p>
<p><u>Targeted support:</u></p> <p>Targeted Tutoring to support identified children.</p> <ul style="list-style-type: none"> - 20 week, NELI - 10 Week Tiny talkers - 1:1 tutoring - Speech and Language specialist provision (NHS) - Speech and language specialist provider (AC) - Premium seating for all PP children - Specialist daily teaching (am) targeted group 	<p><u>Targeted support strategies evaluation:</u></p> <p>All Pupil Premium pupils had an individual plan in place, with SMART targets. This was evaluated termly. Additional interventions were in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for Pupil Premium pupils improved for all cohorts</p> <p>Targeted support through S&L provision by NHS staff and delivered by specialist/dedicated member of staff.</p>
<p><u>Other approaches:</u></p> <p>Fund wider opportunities, including musical opportunities and access to a learning mentor to support mental health, trauma and counseling of individual pupils.</p>	<p>Musical tuition continued through the pandemic and was subsidised for Pupil Premium pupils.</p> <p>Due to the lockdown, many of our vulnerable pupils needed additional support from the Learning Mentor, as we saw a rise in cases of anxiety and mental health concerns. They were well supported by the Learning Mentor, and reintegrated well back into school as a result following gaps in education (lockdown/ end of holidays).</p>

EYFS



Year 1 Phonics



KS1



KS2

Attainment



Progress

KS2 Progress Summary List (NPD)

2023 (Draft/Targeted)

Estab No.	Estab Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	LA (state-funded schools)	1,255	7.0	94.9%	37.7%	-3.78	+0.34	93.4%	31.7%	-1.00	+0.34	94.6%	41.3%	-1.60	+0.34
2851	Swellowest Primary School	9	6.6	88.9%	50.0%	-0.10	+0.30	100.0%	77.8%	-1.78	+0.95	88.9%	79.0%	-0.99	+0.10

Strategy used 2023/24:	Evaluation:
<p><u>Teaching:</u></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy.</p> <p>Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools.</p> <p>Revise the curriculum offer to include teaching resources which enable staff to identify and plan substantive knowledge.</p> <p>Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p><u>Teaching strategies:</u></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer. See CPD (AME)</p> <p>Work with Trust DCEO to develop a personalised/tailored support</p> <p>"Quality of education contuse to be good- ROC schedule reports</p>
<p><u>Targeted support:</u></p> <p>Targeted Tutoring to support identified children.</p> <ul style="list-style-type: none"> - 20 week, NELI - 10 Week Tiny talkers - 1:1 tutoring - Speech and Language specialist provision (NHS) - Speech and language specislist provider (AC) - Premium seating for all PP children - Specialist daily teaching (am) targeted group 	<p><u>Targeted support strategies evaluation:</u></p> <p>All Pupil Premium pupils had an individual plan in place, with SMART targets. This was evaluated termly. Additional interventions were in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for Pupil Premium pupils improved for all cohorts</p> <p>Targeted support through S&L provision by NHS staff and delivered by specialist/dedicated member of staff- Academic Mentor</p>
<p><u>Other approaches:</u></p> <p>Fund wider opportunities, including musical opportunities and access to a learning mentor to support mental health, trauma and counseling of individual pupils.</p>	<p>Musical tuition continued through the pandemic and was subsidised for Pupil Premium pupils.</p> <p>Due to the lockdown, many of our vulnerable pupils needed additional support from the Learning Mentor, as</p>

we saw a rise in cases of anxiety and mental health concerns. They were well supported by the Learning Mentor, and reintegrated well back into school as a result following gaps in education (lockdown/ end of holidays).

Continued work on sensory spaces and de-compression spaces for struggling children.

Swallownest	All Cohort size	All pupils %	PP Cohort Size	PP %
EYFS				
A Good Level of Development	29	75.86%	6	66.67%
Phonics				
Phonics - Year 1	25	92.00%	8	100.00%
Phonics - by the end of Y2 (record here all pupils in y2 who passed in y1 OR in this resit in y2)	25	84.00%	8	75.00%
End of Key Stage 1				
% achieving the expected standard (or higher) in Reading	25	76.00%	8	62.50%
% achieving the expected standard (or higher) in Writing	25	68.00%	8	37.50%
% achieving the expected standard (or higher) in Maths	25	80.00%	8	62.50%
% achieving the expected standard (or higher) in R,W&M combined	25	68.00%	8	37.50%
% working at greater depth in Reading	25	24.00%	8	12.50%
% working at greater depth in Writing	25	8.00%	8	12.50%
% working at greater depth in Maths	25	28.00%	8	12.50%
% working at greater depth in R,W&M combined	25	8.00%	8	12.50%
End of Key Stage 2				
% achieving the expected standard (or higher) in Reading	30	90.00%	9	100.00%
% achieving the expected standard (or higher) in Writing	30	86.67%	9	55.56%
% achieving the expected standard (or higher) in Maths	30	86.67%	9	77.78%
% achieving the expected standard (or higher) in GPS	30	86.67%	9	77.78%
% achieving the expected (or higher) in R,W&M combined	30	70.00%	9	55.56%
% achieving the higher standard in Reading	30	46.67%	9	33.33%
% working at greater depth in Writing	30	16.67%	9	0.00%
% achieving the higher standard in Maths	30	23.33%	9	0.00%
% achieving the higher standard in GPS	30	20.00%	9	0.00%
% achieving the higher standard R,W&M combined	30	13.33%	9	0.00%

*2023 RWM exp at Swallownest 73%

Strategy used 2024/25:	Evaluation:
<p><u>Teaching:</u></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy.</p> <p>Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools.</p> <p>Revise the curriculum offer to include teaching resources which enable staff to identify and plan substantive knowledge.</p> <p>Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p><u>Teaching strategies:</u></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer. See CPD (AME)</p> <p>Work with Trust DCEO to develop a personalised/tailored support</p> <p>"Quality of education contuse to be good- ROV schedule reports</p> <p>DSAT Teaching conference, Teach Simply Model, generative learning strategies.</p>
<p><u>Targeted support:</u></p> <p>Targeted Tutoring to support identified children.</p> <ul style="list-style-type: none"> - 20 week, NELI - 10 Week Tiny talkers - 1:1 tutoring - Speech and Language specialist provision (NHS) - Speech and language specislist provider (AC) - Premium seating for all PP children - Specialist daily teaching (am) targeted group 	<p><u>Targeted support strategies evaluation:</u></p> <p>All Pupil Premium pupils had an individual plan in place, with SMART targets. This was evaluated termly. Additional interventions were in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for Pupil Premium pupils improved for all cohorts</p> <p>Targeted support through S&L provision by NHS staff and delivered by specialist/dedicated member of staff- Academic Mentor</p> <p>Introduction and collaborative work on the DSAT Vulnerable pupils Charter.</p>
<p><u>Other approaches:</u></p> <p>Fund wider opportunities, including musical opportunities and access to a learning mentor to support mental health, trauma and counseling of individual pupils.</p>	<p>Musical tuition continued through the pandemic and was subsidised for Pupil Premium pupils.</p>

	<p>Due to the lockdown, many of our vulnerable pupils needed additional support from the Learning Mentor, as we saw a rise in cases of anxiety and mental health concerns. They were well supported by the Learning Mentor, and reintegrated well back into school as a result following gaps in education (lockdown/ end of holidays).</p> <p>Continued work on sensory spaces and de-compression spaces for struggling children.</p> <p>Funded access to Wrap around care and ASC. Discounted wider experiences.</p>
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EYFS

2051	Swallowest Primary School	30	0	80.0%	90.0%	83.3%	90.0%	83.3%	100.0%	93.3%	86.7%	83.3%	80.0%	90.0%	86.7%	86.7%	86.7%	83.3%	90.0%
	Disadvantaged	2	0	50.0%	50.0%	50.0%	50.0%	50.0%	100.0%	100.0%	50.0%	50.0%	50.0%	100.0%	100.0%	50.0%	50.0%	100.0%	50.0%
	Non Disadvantaged	28	0	82.1%	92.9%	85.7%	92.9%	85.7%	100.0%	92.9%	89.3%	83.7%	82.1%	89.3%	85.7%	89.3%	83.3%	92.0%	92.9%

2 x non sample size

Phonics

-	Local Authority	3,007	3.9%	10.1%	3.9%	5.2%	30.1%	46.9%	32.5		0.0%	0.4%	3.5%	15.2%	77.0%
	Disadvantaged	734	6.7%	15.5%	7.2%	6.9%	32.3%	31.3%	29.4		0.0%	0.5%	6.1%	29.7%	63.6%
	Non Disadvantaged	2,261	3.0%	8.4%	2.8%	4.6%	29.4%	51.8%	33.4		0.0%	0.3%	2.7%	15.8%	81.2%
	Unknown	12	0.0%	0.0%	8.3%	0.0%	25.0%	66.7%	35.9		0.0%	0.0%	0.0%	8.3%	91.7%
2051	Swallowest Primary School	30	0.0%	0.0%	0.0%	3.3%	33.3%	63.3%	36.8		0.0%	0.0%	0.0%	3.3%	96.7%

Cohort: Current Year 1 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

● Q = Maladministration | ● A = Absent | ● D = Disapplied | ● WT - Working towards standard | ● WA - Working at or above standard

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Phonics Benchmark

2025

Etab. No.	Etab. Name	Cohort	Mark							Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
	Disadvantaged	7	0.0%	0.0%	0.0%	0.0%	42.9%	57.1%	37.3	0.0%	0.0%	0.0%	0.0%	100.0%
	Non Disadvantaged	23	0.0%	0.0%	0.0%	4.3%	30.4%	65.2%	36.6	0.0%	0.0%	0.0%	4.3%	95.7%

KS2

DfE Region - Yorkshire and the Humber	59,260	60.9%	7.2%	105.0	25.9%	73.4%	30.4%	71.1%	11.5%	104.3	26.1%	73.1%	24.5%	104.6	28.9%	70.4%	26.1%
Disadvantaged	19,790	45.9%	3.0%	102.4	37.9%	61.1%	19.7%	57.7%	5.6%	101.5	39.2%	59.6%	14.4%	101.8	41.8%	57.2%	16.0%
Non Disadvantaged	39,140	68.5%	9.4%	106.2	19.8%	79.7%	35.8%	77.9%	14.4%	105.6	19.5%	80.0%	20.6%	105.9	22.4%	77.1%	31.3%
Unknown	330	58.1%	7.5%	104.6	28.9%	70.8%	30.4%	70.2%	13.9%	103.5	30.4%	69.6%	20.8%	104.1	29.2%	70.2%	21.7%
LA	3,352	59.6%	6.3%	104.4	29.0%	70.4%	28.8%	70.6%	9.5%	103.9	28.2%	71.1%	23.0%	104.4	31.2%	68.2%	26.1%
Disadvantaged	1,225	43.1%	1.9%	101.5	41.8%	57.0%	17.4%	55.3%	3.5%	100.8	42.5%	56.2%	13.4%	101.2	45.8%	52.9%	14.6%
Non Disadvantaged	2,127	69.1%	8.8%	106.0	21.6%	78.2%	35.3%	79.5%	13.0%	105.5	19.9%	79.7%	28.6%	106.2	22.8%	77.0%	32.7%
2051 Swallowest Primary School	32	78.1%	21.9%	107.3	15.6%	84.4%	43.8%	90.6%	25.0%	110.2	6.3%	93.8%	56.3%	108.1	18.8%	81.3%	43.8%

%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
 %>Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
 %High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
 Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
 In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects
 Cohort numbers across different subjects may vary from stated figure

Details of the LAs in your DfE Region can be found here: https://www.ncer.org/PublicResources/PublicDocuments/dfe_regions.pdf

NCER National based on 651,616 pupils in 16,118 schools from 150 LAs

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KS2 Attainment Summary List DfE (July)

DfE (July) 2023

Estab. No.	School	Cohort	RWM*		READING		WRITING TA		MATHS		GPS							
			 ≥Exp	 High	 Avg. SS <Exp	 ≥Exp	 High	 ≥Exp	 GDS SS	 Avg. SS <Exp	 ≥Exp	 High	 Avg. SS <Exp	 ≥Exp	 High			
	Disadvantaged	7	71.4%	14.3%	104.0	28.6%	71.4%	14.3%	100.0%	14.3%	106.1	0.0%	100.0%	28.6%	106.0	14.3%	85.7%	14.3%
	Non Disadvantaged	25	80.0%	24.0%	108.2	12.0%	88.0%	52.0%	88.0%	28.0%	110.7	8.0%	92.0%	64.0%	108.7	20.0%	80.0%	52.0%