

# Pupil premium strategy statement – Briarwood School 2022-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	63%
Academic years covering	2022/2023 2023/2024 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Nicolle Deighton</i>
Pupil premium lead	<i>Rosie Wells</i> Head of Provision and Inclusion
Governor / Trustee lead	Head of Governors Deborah Smith and named Governor Jayne Turrell

## Funding overview academic year 2023/2024 - £155,380

Detail	Amount
Pupil premium funding allocation September 2023-August 2024 academic year	<b>£101,286</b> (Sept 23-Mar24 £99,405 ÷ 12 x 7 = £57,986) (Apr 24-Aug 24 £103,920 ÷ 12 x 5 = £43,300)
Recovery premium funding allocation September 2023-August 2024 academic year	£54,094
Pupil premium funding carried forward from previous years	
<b>Total budget for September 2023-August 2024 academic year</b>	<b>£155,380</b>

# Part A: Pupil premium strategy plan – 2022/2025

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Engagement levels and self-regulation
- Progression to further education or employability
- Communication and Social interaction

Briarwood School is highly committed to ensuring its pupils have the best possible outcomes in adult life. The school recognises that for all pupils, regardless of ability, reaching their full potential may be dependent on the areas listed above. Pupil premium funding is therefore prioritised in these areas.

Our approach is pupil centred and encompasses high-quality teaching in areas where disadvantaged pupils require it most, targeted support based on systematic assessment/s of need, and helping pupils to access a broad and balanced curriculum, alongside a robust pastoral provision.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for life beyond Briarwood.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as embedding communication in to non-structured aspects of the day/lunch breaks. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Despite this, our cohort of Pupil Premium pupils, identified through eligibility for Free School Meal funding will be recognised as a cohort within their own right, to ensure they remain at the front and center of this strategy.

## Challenges

*Internal and external assessments show our pupil premium pupils:*

Challenge number	Detail of challenge
1	Have increased difficulty with engagement in learning tasks; whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Require increased support for self-regulation. This is reflected in the behaviour data that showed higher incidents of behaviours that challenge.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities for personal development opportunities.
5	Challenges with understanding appropriate social interactions within unstructured situations

## 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
Increase in Teacher confidence in delivering a successful Universal offer, reducing low-risk disruptive behaviours, which in turn will support raised engagement levels and improved attainment for all disadvantaged pupils in core curriculum areas and EHCP outcomes, bridging the “gap” between Pupil Premium and the rest of school pupil population.	Through achievement of improved performance within all core curriculum areas and EHCP outcomes, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.
Disadvantaged pupils have access to a range of communication systems (library) to identify and determine best-communication methods for individuals	Communication systems that are functional and effective identified for pupil premium students.  Evidence through observations and monitoring walks that pupils are able to use

	communication systems to develop expressive communication skills
Disadvantaged pupils have access to meaningful opportunities for developing social interaction skills with others.	Through observations and discussions with pupils and their families. Decrease in incident data at lunch times.
Disadvantaged pupils have access to a Personal Development Passport and are completing PD learning tasks at the same pace as their peers.	Observations, Personal Development Passport achievements recorded with evidence.
Disadvantaged pupils, those who are in receipt of FSM, will engage in activities that support physical and emotional regulation, such as accessing breakfast club, emotional regulation interventions (class based or non-class based).	Decrease in behavioural incidents during morning sessions, observations confirm increased attainment in morning learning sessions, as timetabled.

## Activity in the academic year 2023/2024

This details how we spent our pupil premium (and recovery premium) funding 2023/2024 academic year to address the challenges listed above.

### Teaching support

Budgeted cost: **£52,926**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a specialist, highly trained Response Team to support Teachers in the implementation of Universal offer, that includes PBS, Trauma informed approaches and SEND best-practice	<p>DfE Behaviour in Schools publication states:</p> <p>“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.</p> <p>Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time.”</p>	1, 2

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

Budgeted cost: **£66,628**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a specialist, trauma informed Response Team to support the creation and delivery of interventions to encourage emotional and physical regulation techniques.	<p>Teacher feedback from intervention trials state:</p> <p>“Since Pupil A’s trauma intervention started before half term, I have seen a marked improvement in his overall behaviour and wellbeing. The number of emotional outbursts resulting in the throwing of tables and chairs has noticeably decreased. While he still targets me, he is doing so less, especially in the classroom. Overall he seems to be in a happier</p>	1, 2

	space and is able to engage in class work for longer periods.”	
As part of the NTP, Communication interventions to be delivered as part of the tutoring programme, this also includes introduction and pilot of SCERTS S&LT approach.	The principal objective of the NTP is to improve the attainment of disadvantaged pupils. Schools are required to consider offering tutoring to all of their pupils who are eligible for the pupil premium.  Tutoring subsidised through the NTP may include alternative types of established, evidence-underpinned intervention for pupils with SEND, which can be tailored and targeted to meet individual needs. An example of an alternative tutoring intervention is speech and language therapy.	3, 1
Buying and implementation of Thrive – Social and Emotional wellbeing framework	<a href="https://www.thriveapproach.com/about-thrive/thrive-online">https://www.thriveapproach.com/about-thrive/thrive-online</a>	2, 5

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

Budgeted cost: **£35,826**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1,2
Development of a communication library that includes a range of communication systems and associated IT programmes	It is recognised that communication plays a key role in reducing pupil’s behaviour that challenges alongside being a key factor in ability to engage in social interaction and community inclusion.	3
Personal Development curriculum resources bank for Key Stages 1-4 (access for all PP pupils)	OFSTED recognise PD as a key aspect of students learning: “You consistently promote the extensive personal development of your pupils. You go beyond the expected, so that pupils have access	4,1

	<p>to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality”</p> <p>“There's a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work”</p>	
<p>Creation of Play Leader Job roles, increase in equipment to support engagement in social activity during lunch hour and to support lunch clubs and activities. Exploration and trial of companies and/or enterprises that provide lunch time activities.</p>	<p>As there was an increase in data incidents over lunch time, (evident on whole school data analysis Term 2), lunchtime clubs were created.</p> <p>£1,162 – bikes for lunchtime clubs</p> <p>£823 x 1 person, 6 weeks, started in July, (September costs are £1093 for 2 people)</p>	5, 2

**Total budgeted cost: £155,380**

## Funding overview academic year 2024/2025 - £103,920

Detail	Amount
Pupil premium funding allocation September 2024-August 2025 academic year	£103,920 (Sept 24-March 25 £103,920 ÷ 12 x 7 = £60,620) (Apr 25 – Aug 25 predicated at same rate)
Pupil premium funding carried forward from previous years	
<b>Total budget for September 2024-August 2025 academic year</b>	<b>£103,920</b>

## Planned Activity in the academic year 2024/2025

This details how we intend to spend our pupil premium funding 2024/2025 academic year to address the challenges listed above as part of our three year strategic plan covering 2022/2025.

### Teaching support

Budgeted cost: **£53,337**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a specialist, highly trained Response Team to support Teachers in the implementation of Universal offer, that includes PBS, Trauma informed approaches and SEND best-practice	DfE Behaviour in Schools publication states:  “Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.  Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time.”	1,2

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

Budgeted cost: **£31,128**



Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a specialist, trauma informed Response Team member to support the creation and delivery of interventions to encourage emotional and physical regulation techniques.	Teacher feedback from intervention trials state: “Since Pupil A’s trauma intervention started before half term, I have seen a marked improvement in his overall behaviour and wellbeing. The number of emotional outbursts resulting in the throwing of tables and chairs has noticeably decreased. While he still targets me, he is doing so less, especially in the classroom. Overall he seems to be in a happier space and is able to engage in class work for longer periods.”	1,2
Implementation and embedding of Thrive – Social and Emotional wellbeing framework	<a href="https://www.thriveapproach.com/about-thrive/thrive-online">https://www.thriveapproach.com/about-thrive/thrive-online</a>	2, 5

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

Budgeted cost: £19,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1,2
Development of a communication library that includes a range of communication systems and associated IT programmes	It is recognised that communication plays a key role in reducing pupil’s behaviour that challenges alongside being a key factor in ability to engage in social interaction and community inclusion.	3
Personal Development curriculum resources bank for Key Stages 1-4 (access for all PP pupils)	OFSTED recognise PD as a key aspect of students learning:	4,1

	<p>“You consistently promote the extensive personal development of your pupils. You go beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality”</p> <p>“There's a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work”</p>	
<p>Play Leaders and equipment to support engagement in social activity during lunch hour and to support lunch clubs and activities.</p>	<p>Continued decrease in data incidents over lunch time.</p>	<p>5, 2</p>

**Total budgeted cost: £103,920**

## Part B: Review of the academic year 2022/2023 as part of 3 year strategy statement

### Outcomes for disadvantaged pupils

This section provides a review of last year's aims and outcomes.

Aims	Outcome													
Pupils to make at least expected progress in reading.	<p>Average percentage of pupils making expected progress and meeting EOY targets:</p> <table border="1" data-bbox="392 595 1027 669"> <tr> <td>Pupil Premium students</td> <td>98%</td> </tr> <tr> <td>Non Pupil Premium students</td> <td>98%</td> </tr> </table> <p>Data shows that Pupil premium students are achieving in line with non pupil premium peers. The reading curriculum and Schemes of Work have been embedded and teacher voice shows increased confidence in teaching these areas.</p>	Pupil Premium students	98%	Non Pupil Premium students	98%									
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Non Pupil Premium students	98%													
To further enhance the quality of teaching of maths and phonics to ensure outcomes and progress for PP students is exceptional.	<p>Average percentage of pupils making expected progress and meeting EOY targets in Phonics:</p> <table border="1" data-bbox="392 958 1027 1032"> <tr> <td>Pupil Premium students</td> <td>89%</td> </tr> <tr> <td>Non Pupil Premium students</td> <td>93%</td> </tr> </table> <p>A small percentage of PP students are making less progress than their Non-PP peers. This has been explored further via pupil progress meetings and Pastoral/academic triangulation. Feedback from CPD shows that staff feel increasingly confident to support students. Next steps for this year are to provide more learning opportunities and support for families to develop phonics and reading in the home.</p> <table border="1" data-bbox="392 1319 1350 1503"> <thead> <tr> <th></th> <th>Number</th> <th>Shape, Space and Measure</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium Students</td> <td>94%</td> <td>93%</td> </tr> <tr> <td>Non pupil premium students</td> <td>96%</td> <td>98%</td> </tr> </tbody> </table> <p>A small percentage of PP students are making less progress than their Non-PP peers, although this is marginal. This has been explored further via pupil progress meetings and pastoral/academic triangulation.</p>	Pupil Premium students	89%	Non Pupil Premium students	93%		Number	Shape, Space and Measure	Pupil Premium Students	94%	93%	Non pupil premium students	96%	98%
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PP pupils in KS3+4 make at least expected progress in literacy and numeracy.	All PP students are making at least expected progress in Literacy and Numeracy.													

<p>Additional pastoral support is provided to families as appropriate.</p>	<p>Dedicated Family Link worker ran termly coffee mornings on each site. A parents forum to be created to support Parent/carer voice and the parents questionnaire was adapted and updated with the support of this forum. 43% of families returned the questionnaire which is a significant improvement on previous years. These responses were positive, with all but one parent (of a student with EBSR) stating their child is happy and supported at Briarwood. The identified areas for improvement were around communication. As a result of this we have adapted our Family Link offer, updated our home school agreement and home school diaries and provided further training and expectations for teaching staff surrounding communication with parents. Opportunities for enrichment, such as a trip to see the Lion King at the Hippodrome have been provided for pupils that are less likely to access them outside of school. Parents were also invited to attend, in addition to providing opportunities for students, it also provided opportunities for parents to socialise with other parents and for us to increase our engagement with them.</p>
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## Externally provided programmes

Programme	Provider
N/A	N/A

## Part B: Review of the academic year 2023/2024 as part of 3 year strategy statement

### Outcomes for disadvantaged pupils

This section provides a review of last year’s aims and outcomes.

We have analysed the educational performance of our school’s disadvantaged pupils during the previous academic year.

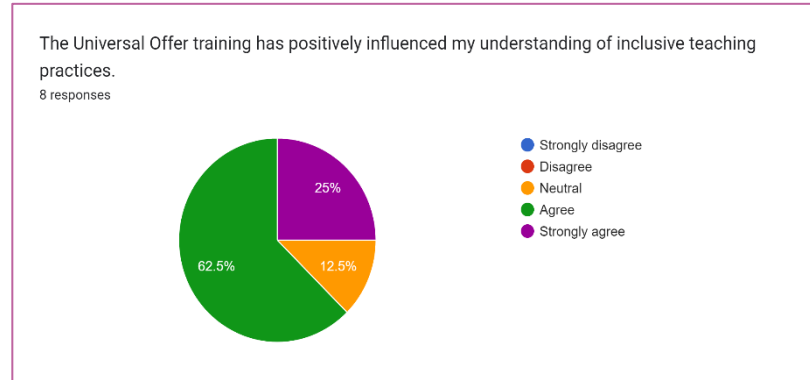
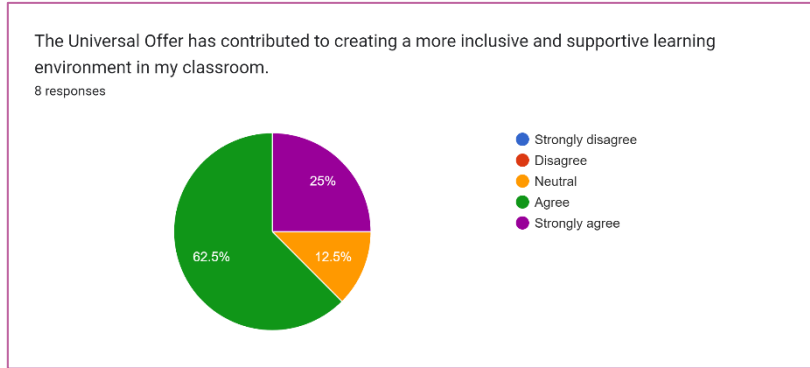
The data demonstrated that all pupil premium pupils made expected or above expected progress in literacy and numeracy.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Aims	Outcome													
<p>Increase in Teacher confidence in delivering a successful Universal offer, reducing low-risk disruptive behaviours, which in turn will support raised engagement levels and improved attainment for all disadvantaged pupils in core curriculum areas.</p>	<p>Average percentage of pupils making expected progress and meeting EOY targets:</p> <p>LITERACY:</p> <table border="1" data-bbox="488 1104 1125 1182"> <tr> <td>Pupil Premium students</td> <td>100%</td> </tr> <tr> <td>Non Pupil Premium students</td> <td>91%</td> </tr> </table> <p>Data shows that Pupil premium students are achieving in line with non-pupil premium peers.</p> <p>NUMERACY:</p> <table border="1" data-bbox="488 1395 1353 1579"> <thead> <tr> <th></th> <th>Number</th> <th>Shape, Space and Measure</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium Students</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Non-pupil premium students</td> <td>95%</td> <td>90%</td> </tr> </tbody> </table> <p>Behaviour data for pupil premium pupils shows reduction in disruptive green and yellow behaviours</p> <p>Reduction in <u>ALL</u> top green and yellow behaviours</p> <ul style="list-style-type: none"> <li>- 24% reduction in “refusal to follow instructions” (lots of discussion to clarifying what this means went into the INSET/Teacher meeting)</li> <li>- 25% reduction in “hitting others no mark”</li> <li>- 30% reduction in “grab/pull others”</li> </ul>	Pupil Premium students	100%	Non Pupil Premium students	91%		Number	Shape, Space and Measure	Pupil Premium Students	100%	100%	Non-pupil premium students	95%	90%
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**Teacher feedback**

Teacher feedback suggests UO has contributed to increased learning, with 75% strongly agreeing its supported better learning environments and inclusive practices.



Communication systems that are functional and effective identified for pupil premium students.

The data shows that Pupil premium pupils, verbal and non-verbal are making expected progress in communication core areas. They are exceeding non PP within listening.

**SPEAKING**

Pupil Premium students	90%
Non Pupil Premium students	93%

**LISTENING (COMMUNICATION)**

Pupil Premium students	96%
Non Pupil Premium students	95%

The communication monitoring walk and work scrutiny showed:

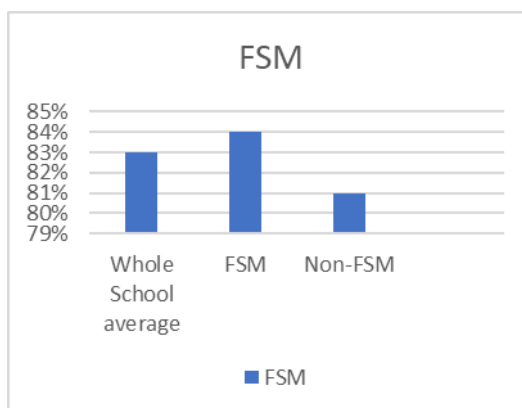
- Use of Makaton
- Pupil voice resources to give pupils the opportunity to choose
- High quality adult prompt and interactions through play
- Adults use of voice to engage the children; anticipation and excitement
- Visuals to support different pupils; OOR, switch, comm boards

	<ul style="list-style-type: none"> <li>• Intensive interaction moves and sounds</li> <li>• Plenty of processing time</li> <li>• Minimal/simple language</li> <li>• Environment allows for low sensory stimulus</li> <li>• Use of countdowns</li> <li>• Good use of vocabulary</li> <li>• PECS books out and being used for each pupil</li> <li>• Visuals with Makaton</li> <li>• Use of questioning to encourage thinking, waiting for responses</li> <li>• Timetables and routines in place</li> <li>• Clear language used with positive use of intonation</li> <li>• Communication aids out and ready to be used</li> </ul>								
<p>Disadvantaged pupils have access to meaningful opportunities for developing social interaction skills with others.</p>	<p>The Myself curriculum has been embedded throughout the classes and Response HLTA intervention teams use this to support social interaction interventions for Pupil Premium students where necessary. Pupil premium Myself days shows 97% of pupils are making good progress towards EOY targets.</p> <table border="1" data-bbox="488 842 1347 1115"> <thead> <tr> <th data-bbox="488 842 815 976">Pupil Premium</th> <th data-bbox="815 842 1347 976">Myself</th> </tr> <tr> <th data-bbox="488 976 815 1043">Myself</th> <th data-bbox="815 976 1347 1043">Average % of pupils making good progress towards EOY targets</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1043 815 1115">Pupil Premium</td> <td data-bbox="815 1043 1347 1115">97%</td> </tr> <tr> <td data-bbox="488 1115 815 1120">Non-Pupil Premium</td> <td data-bbox="815 1115 1347 1120">92%</td> </tr> </tbody> </table> <p>Playleaders have been recruited during T6 to enhance and enrich social interaction at playtimes, PP students have priority access to these clubs and sessions.</p> <p>Additionally, there are new developed social clubs to encourage meaningful social interaction opportunities. This is supported by PP funding and accessible for all PP students, who are prioritised. Clubs include:</p> <p>Makaton Choir Sports &amp; wellbeing club</p>	Pupil Premium	Myself	Myself	Average % of pupils making good progress towards EOY targets	Pupil Premium	97%	Non-Pupil Premium	92%
Pupil Premium	Myself								
Myself	Average % of pupils making good progress towards EOY targets								
Pupil Premium	97%								
Non-Pupil Premium	92%								
<p>Disadvantaged pupils have access to a Personal Development Passport and are completing PD learning tasks at the same pace as their peers.</p>	<p>PD passports have been developed and PILOT rolled out with PP students.</p> <p>Learning journeys have been recorded and monitored for the students in receipt of the PD passport with the intention to roll out at a larger scale next year.</p> <p>Passports created and printed for each Key Stage with age appropriate enrichment activities linked to circle time and PSHE topics. Continuation year 24/25.</p>								

Disadvantaged pupils, those who are in receipt of FSM, will engage in activities that support physical and emotional regulation, such as accessing breakfast club, emotional regulation interventions (class based or non-class based).

### Attendance

Pupil premium students have higher levels of morning attendance than non PP.



### Breakfast club

Briarwood has implanted a breakfast club initiative, with EYFS – KS4 students eligible for breakfast clubs in which nutritious food is provided to support increased engagement in the school day.

### Physical regulation

Bikes for each site have been ordered to encourage physical gross motor skills and regulation during playtimes. There has been a decrease in behavioural incidents during lunchtime play over the academic year which is considered to continue with the implementation of clubs and play leaders as above.

Daily Mile – resources have been bought for daily mile – All Key stages

### Emotional regulation

A Thrive practitioner is completing training to support and lead emotional regulation initiatives – devising class-based activities and series of emotional regulation interventions.

The HLTA response Team provide emotional regulation, emotional literacy interventions that is based on evidence based best practice models and frameworks such as Trauma Informed Schools.

Data shows increased executive functioning skills and social engagement with those accessing wellbeing interventions.

“Trends over time show that overall her social engagement and executive functioning are improving and her social defence is in decline.” Pupil A

Data shows decrease in behaviours for PP children accessing interventions – RPI’s less and PSP’s indicate impact.



	<p>Pupil B:</p> <p>Term 3 – 29 incidents, Green behaviours (904)</p> <p>End of term 4 PSP started</p> <p>Term 6 – incidents reduced to 3, with CP more settled in school”</p>
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### **Vulnerable plus**

To supplement Pupil Premium as an indicator for identifying barriers to learning and by becoming aware of an emerging cohort of pupils that had wellbeing concerns, we decided to focus on the concept of Vulnerable Plus. Ofsted have highlighted that clear differences need to be made to the learning and progress of disadvantaged pupils. We aim to create a culture of high expectations and aspirations for those on roll as well as high expectations for social behaviour among pupils and staff. Vulnerable Plus has been created as an identification tool to enable the school to address the on-going challenge of providing meaningful support to the most vulnerable pupils. We recognise that this is an identification and signposting system as opposed to an intervention in its own right. The Vulnerable Plus identification takes a variety of factors, which could be considered barriers to learning or risks to a student and scores them. The risk factors are scored in different ways dependent on the severity of or level of need.

In addition there are several factual indicators.

These include:

- English as an Additional Language (EAL)
- Black and Minority Ethnic (BME)
- Pupil Premium status
- Looked After Child (LAC)
- Single parent family
- Looked after by family member
- Experienced bereavement

Pupils that score in the highest 10% of vulnerability factors are ‘red’, the next group ‘amber’, then ‘green’ and those with few vulnerability factors are ‘white’.

Vulnerable groups English	Reading Average % of pupils making good progress/achieving EOY targets	Writing Average % of pupils making good progress/achieving EOY targets	Speaking Average % of pupils making good progress/achieving EOY targets	Listening Average % of pupils making good progress/achieving EOY targets	Twinkl Phonics Average % of pupils making good progress/achieving EOY targets	Functional Literacy Average % of pupils making good progress/achieving EOY targets
Red	100%	100%	100%	100%	100%	100%
Amber	100%	96%	93%	92%	95%	88%
Green	95%	93%	85%	97%	90%	*75%
White	100%	100%	100%	94%	95%	100%

Vulnerable groups Maths	Number Average % of pupils making good progress/achieving EOY targets	Shape, Space & Measure Average % of pupils making good progress/achieving EOY targets
Red	100%	100%
Amber	100%	96%
Green	96%	96%
White	100%	100%

Vulnerable groups Myself Science	Myself Average % of pupils making good progress/achieving EOY targets	Science Average % of pupils making good progress/achieving EOY targets
Red	100%	100%
Amber	100%	100%
Green	97%	100%
White	95%	100%

### Analysis and Next Steps

This data shows that our red cohort are making expected progress across all subjects. The bulk of pupils who require further discussion and possible intervention sit within the Amber and Green cohort groups. These will be discussed in target setting meetings where appropriate support and interventions will be put into place.

\*Please see triangulation documentation for further information as required

## Externally provided programmes

Programme	Provider
N/A	N/A