



Russell Street School

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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils and is based on the October Census.

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	Russell Street School
Number of pupils in school	155 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) This statement will be reviewed annually.	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Dawn Robinson - Headteacher
Pupil Premium Lead	Mrs Sonia Camp - Assistant Headteacher
Governor Lead	Gillian Lucas

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (including 2 Post LAC)	£49,195 (Inc 2 Post LAC children)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£49,195

Part A: Pupil Premium Strategy Plan

Statement of intent

At Russell Street School, we use Pupil Premium funding strategically to ensure that disadvantaged pupils receive the highest quality education, enabling them to thrive personally, socially, and academically. We recognise that disadvantaged children may face a range of barriers that impact their learning and development.

Our approach is rooted in evidence-based practice and a whole-school commitment to equity. We ensure that all pupils have access to high-quality teaching, targeted interventions, and enriching life experiences that meet their individual needs. Where children belong to vulnerable groups, we provide tailored, timely, and sustained support to close gaps and accelerate progress.

We prioritise:

- **High-quality teaching for all** as the most effective lever for improvement.
- **Inclusivity** - adapting tasks (simplifying language, giving sentence starters, using visual cues). Create a safe, welcoming environment where every child feels valued and celebrate diversity through books, displays, and classroom discussions.
- **Targeted academic support** for pupils who need additional help to achieve age-related expectations.
- **Wider strategies** to address non-academic barriers, such as attendance, wellbeing, and engagement.

Through rigorous monitoring and evaluation, we ensure that Pupil Premium funding has a measurable impact on outcomes, fostering aspiration and achievement for every child.

Ultimate objectives:

- Remove barriers to learning created by poverty, family circumstance and background.
- Continue to improve attendance with a 96.5% expectation for **ALL**.
- Provide an inclusive learning environment for **ALL**.
- To continually use diagnostic assessment to inform where **Targeted Academic Support** is needed and use quality interventions with highly skilled professionals which complement classroom teaching.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM)/Pupil Premium will be socially or academically disadvantaged.

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupils or groups of pupils the school has identified as being socially, economically, financially or academically disadvantaged.

Our context:

- We are a two-form entry school and have a Nursery, two Reception Classes, two Year 1 classes and two Year 2 classes.
- As of November 2025, we have 155 children on roll (not including Nursery). Including Nursery, we have 191 children) on roll.
- **24 pupils** were on roll for the October 2025 census (Reception to Year 2).
- As of November 2025, **6 more pupils** have been identified as Pupil Premium (total 30).

How we provide for our Pupil Premium children (where necessary):

- We offer free extra-curricular clubs to Pupil Premium children throughout the year.
- We offer a free Breakfast Reading Club to children identified as needing targeted support in this area.
- We provide items of free school uniform to our disadvantaged families.
- We provide free reading books and stationary for home, when required.
- We provide free Read Write Inc learning resources for home.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Have a highly skilled and dedicated team to monitor, track and improve attendance.
- Create a safe, welcoming environment where every child feels valued.
- Celebrate diversity through books, displays, and classroom discussions.
- Use circle time and social stories to explore feelings, empathy, and differences.
- Encourage collaborative learning.
- Use trauma-informed approaches.
- Ensure a wide and exciting curriculum is delivered (including Forest School, French, BSL, trips, RSS Quality Arts offer etc). - Use a variety of groupings and teaching areas for teaching.
- Provide Targeted Academic Support (**TAS**) for specific groups and individuals to embed and accelerate learning.

This is not an exhaustive list, as provision will change and develop based on the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our attendance for this academic year is above national across the school, it is essential this continues to be a whole school priority.</p> <p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p>
2	<p><u>Inclusivity</u></p> <p>Provide an inclusive learning environment for ALL. To provide an inclusive learning environment for all pupils by ensuring equitable access to high-quality teaching, enrichment opportunities, and targeted support for SEND and EAL learners, while fostering a sense of belonging and high expectations.</p>
3	<p><u>Targeted Academic Support</u></p> <p>Diagnostic assessments have identified specific groups of pupils who need targeted academic support to close gaps and achieve parity with their non-disadvantaged peers in core subjects. Support will be precisely tailored and rigorously monitored to secure accelerated progress for all identified pupils.</p>

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
<p><u>Attendance</u></p> <ul style="list-style-type: none">• <u>For All children to achieve 96.6% + attendance.</u>	<p><i>We understand and work within the 'Working together to improve school attendance' government policy – (August 2024).</i></p> <p><i>Improving attendance is a multifaceted mission, requiring different approaches in different contexts.</i></p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting school attendance EEF</p> <ul style="list-style-type: none">• To understand and apply the law on attendance to enable all children to a full-time education. (<i>In exceptional circumstances, where it is in a pupil's best interests, there may be a need for school to provide a pupil with a part-time timetable to meet their individual needs.</i>)• To continue to develop and maintain a whole school culture that promotes the benefits of high attendance.• To have a clear school policy on attendance, which all leaders, staff and parents understand and will be reviewed regularly.• To work alongside the Local Authority, who also has responsibility to track local attendance and devise strategic approaches to improve attendance.• To quickly identify any child who is at risk of their attendance being below 96.5% and prioritise rapid action to be taken by the school attendance officers and work with parents/carers to quickly improve this.• Build strong relationships and work jointly with families listening to and understanding barriers to attendance and working in partnership with families to remove them.• Persistent absentee pupils will be tracked and monitored carefully through our pastoral system and support provided to improve their attendance.• Attendance staff will work with parents and pupils providing support in the best way to ensure a high level of attendance.• (Attendance will be measured/tracked weekly and shared with SLT and class teachers.)• The headteacher awards classes weekly for achieving their attendance target.• Incentives to enter school early will be offered to families who frequently arrive late at school.

<ul style="list-style-type: none"> <u>To provide an inclusive learning environment for ALL</u> 	<ul style="list-style-type: none"> Adapt tasks (simplifying language, giving sentence starters, using visual cues). Use multi-sensory resources (e.g., visual aids, tactile materials, songs). Use scaffolding techniques, such as guided modelling or peer support. Offering choice and open-ended activities to allow for different responses. Use the environment to provide best learning spaces Create a safe, welcoming environment where every child feels valued. Celebrate diversity through books, displays, and classroom discussions. - Use circle time and social stories to explore feelings, empathy, and differences. Encourage collaborative learning. Use trauma-informed approaches. – Ensure a wide and exciting curriculum is delivered (including Forest School, French, BSL, trips, RSS Quality Arts offer etc). - Use a variety of groupings and teaching areas for teaching. Model and practise British Values, SMSC, and RSHE through everyday routines, choices, and play (e.g., voting, shared rules, celebrating diversity). Use stories, role-play, outdoor learning, and cultural celebrations to develop spiritual, moral, social, and cultural understanding. Make RSHE Inclusive: Teach feelings, friendships, safety, and health using diverse resources and clear, age-appropriate language. Involve the Community – Invite local visitors, celebrate festivals, and work with parents to reinforce learning.
<p><u>Targeted Academic Support</u></p> <ul style="list-style-type: none"> To improve targeted support (TAS) for all pupils. 	<ul style="list-style-type: none"> Use the WALKTHRU books as part of staff development to understand how/why and when to provide (TAS) through scaffolding. Teachers and highly trained support staff will use diagnostic assessment to address attainment/SEL gaps. Quality First Teaching and interventions will target disadvantaged children with the intention for greater numbers of pupil premium children to achieve working at age related expectations and greater depth in English and maths. Ensure small group tuition is monitored, targeted and effective with meeting pupils' specific needs. Use the EEF (TARGET APPROACH) (Timing Assessment) (Resourcing) (Give it time) (Expert delivery) (Teacher links). Implement the EEF's evidence based 5 a day suggestion, including the five core practices to support all pupils.

1	Explicit instruction	Teacher-led approach with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.
2	Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Promote opportunities for pupils to plan, monitor, and evaluate their own learning.
3	caffolding	When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. As pupils provide less support of this nature throughout the course of the lesson, review, or term.
4	Flexible grouping	Allocate pupils into groups, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.
5	Using technology	Technology can be used by a teacher to model worked examples, or can be used by a pupil to help them to learn, to practice, and to assess their learning. For instance, you might use a class resource in which pupils' work is displayed next to an incorrect model.

Implemented successfully, this will:

- Close the attainment gap.
- Increase pupil confidence to work independently.
- Improve outcomes in English and maths for disadvantaged children.

(All children are able to access (TAS), when required. This is not limited to pupil premium children only).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number:
<u>Provide an inclusive learning environment for ALL</u>	<ul style="list-style-type: none"> Adapt tasks (simplifying language, giving sentence starters, using visual cues). Communication and language are key to ensuring learners are experiencing an inclusive learning environment. The EEF state: <i>'Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. In the short term, children who are better communicators at age five become better readers. In the longer term, they go on to achieve better exam results at age 16 and are more likely to gain higher-paid employment as adults'</i>. (Shuey and Kankaraš, 2018). Communication and language approaches EEF Provide a play-based learning environment (continuous provision): Play-based learning EEF EEF Oral Language Interventions: Oral language approaches have high impact (+6 months progress) for very low cost. They include structured questioning, vocabulary extension, and dialogic teaching. Oral language interventions EEF 	1,2,3, Inclusivity: (SEND/EAL and Belonging) Allocation: £14,000 (20%) Rationale: An inclusive learning environment ensures equitable access for all pupils, particularly those with SEND and EAL needs. Funding will provide curriculum adaptations, specialist resources, and enrichment opportunities that foster belonging and high expectations. Staff development in adaptive teaching and language support will further strengthen inclusivity.
<u>Targeted Academic Support</u>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>We will use the EEF approach to provide support to improve attainment outcomes, particularly for disadvantaged students. The EEF suggest four ways of maximising teaching quality:</p> <ol style="list-style-type: none"> 1. High quality daily teaching (using the 5 a day model below) 2. Focus on improving literacy and mathematics 	1,2,3 Targeted Academic Support: Allocation: £35,000 (50%) Rationale: High-quality teaching and targeted interventions remain the most effective levers for closing attainment gaps. Funding will support structured small-group and 1:1 tuition, evidence-based programmes, diagnostic assessments, and resources to accelerate progress in reading, writing, and mathematics.

	<p>outcomes (The EEF have released multiple studies explaining how to do this)</p> <p>3. Using diagnostic assessment to address learning gaps; and</p> <p>4. Securing professional development.</p> <p><u>Voices from the classroom: Using scaffolds to support working... EEF</u></p>	<p>Provision will be rigorously monitored to ensure impact and parity with non-disadvantaged peers.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,000 (for challenges 2&3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Targeted Academic Support</u> (TAS) Teachers to improve outcomes for those identified through diagnostic assessment.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://www.schoolzone.co.uk/insight/white-rose-maths-summary-review</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.readwritethink.org/lesson-plans/phonics-trial</p>	3
Maths Leaders with specialist White Rose Maths knowledge	<p>https://www.readwritethink.org/lesson-plans/phonics-trial</p> <p>https://www.readwritethink.org/lesson-plans/phonics-trial</p> <p>https://www.readwritethink.org/lesson-plans/phonics-trial</p>	3
(TAS) Phonics and Reading groups: Targeted disadvantaged groups to be taught in small groups. (TAS) children to attend Breakfast Reading Club.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.readwritethink.org/lesson-plans/phonics-trial</p>	3
(TAS) Provide all Pupil Premium children with individualised phonics resources to use at home with direction of the Reading Leader.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

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

Budgeted cost: Attendance £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Improve attendance with a dedicated team including: In-house Social Worker, Attendance Officer and Office Manager.</p>	<p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>'There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance'. Evidence Assessment (EEF, 2022)</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/#section-1</p> <p>The DfE explain the importance of attendance and the role of the school to improve attendance for all:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>1. Offer a clear vision for attendance. 2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. 3. Expect good attendance and punctuality from all members of the school community. 4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. 5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (<u>including through effective use of pupil premium funding</u>) to create, build and maintain systems and performance. 6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities. 7. Make sure staff receive professional development and support to deploy attendance.</p> <p>https://www.gov.uk/school-uniform</p>	<p>1,2,3, Attendance: £21,000 (30%) Overview: Attendance is a major investment area, reflecting the staffing and resources required to maintain attendance above national averages. Costs include:</p> <p>School office manager and attendance officer time In-house social worker support for families Teacher time for attendance reviews and home-school engagement Attendance tracking systems and early intervention strategies Incentives and transition support to reduce persistent absence</p> <p>1,2</p>
<p>Free school uniform for Pupil Premium Children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3</p>

<p>Provide a free half term of clubs for <i>ALL</i> Pupil Premium children.</p> <p>Provide Draw and Talk and interventions for specific children who have been identified as needing support with their SEMH/Social and Emotional Learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2 1,2,3
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Forecast Spend 2025-2026:

While our Pupil Premium allocation for 2025–2026 is **£49,195**, the school's PP forecast is **£70,000**. This will ensure we are able to deliver our strategy. This significant overspend reflects our unwavering commitment to equity and excellence. We recognise that closing attainment gaps, sustaining high attendance, and providing an inclusive environment require substantial resources, including staffing, interventions, and enrichment opportunities.

A considerable proportion of this additional investment supports **attendance**, which we view as a cornerstone of pupil success. By funding dedicated roles such as our school office manager, in-house social worker, attendance officer, and teacher time for home–school engagement, we ensure that disadvantaged pupils attend regularly and benefit fully from the curriculum.

This whole-school approach demonstrates that supporting disadvantaged learners is not an isolated initiative but a core priority embedded in our vision and practice. Our commitment to going beyond the allocated budget evidences our determination to remove barriers and provide every child with the best possible opportunities to thrive.

Priority	Actual Spend	% of Total Spend
Targeted Academic Support	£35,000	50%
Inclusivity (SEND/EAL)	£14,000	20%
Attendance	£21,000	30%

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Attendance

Attendance remained a whole-school priority throughout the academic year, and our efforts have been highly successful. Overall attendance continued to be **above national averages**, reflecting the effectiveness of our proactive strategies and collaborative approach with families. Initiatives such as early intervention, consistent communication, and the promotion of positive attendance habits have ensured that disadvantaged pupils attend regularly and benefit fully from the curriculum.

We have embedded a culture where attendance is understood as a key driver of achievement. Parental engagement, and the use of data to identify patterns early have all contributed to sustained improvement. The strong partnership between school and home has been instrumental in reducing persistent absence among disadvantaged pupils. This robust foundation will remain a key focus moving forward, as we recognise that excellent attendance underpins success in all areas of learning.

2. Social & Emotional Learning (SEL)

Our commitment to developing pupils' social and emotional skills has had a significant and measurable impact. Through targeted SEL programmes and whole-school approaches, pupils demonstrated improved **self-awareness, self-regulation, and interpersonal skills**, which contributed to better engagement in learning and positive relationships across the school.

Staff and pupil feedback indicates that these strategies have enhanced resilience, confidence, and readiness to learn, supporting both academic and personal development. Pupils have shown greater ability to manage emotions, work collaboratively, and persevere through challenges. These improvements have also positively influenced behaviour and wellbeing across the school. While this target was successfully met, we will continue to integrate SEL principles into our curriculum and pastoral care to ensure sustained impact.

3. Targeted Academic Support

Diagnostic assessments enabled us to identify specific groups requiring additional support, and our finely tuned interventions have delivered measurable success. Disadvantaged pupils receiving targeted support made **accelerated progress across core subjects**, narrowing gaps with their non-disadvantaged peers. Regular monitoring, adaptive teaching, and evidence-based interventions ensured that support was responsive and impactful. Staff worked collaboratively to review progress and adjust provision where necessary, ensuring that every child had the opportunity to succeed. This approach has proven highly effective and will remain central to our strategy for 2025–2026, with a continued focus on closing attainment gaps and ensuring equity of opportunity for all learners.

Russel Street School Data:

We have used this 2025 data to inform our School Development Plan and Pupil Premium Strategy for 2025-2026

RSS Data – July 2025

National met	Below national	Target (or)
Met high >=10%		Continue to target

EYFS (Reception)

GLD %	ALL	BOYS	GIRLS	FSM/PP	SEN (S)	EAL
National 2024	67.7	60.7	75	51.5	24.9	63.5
MK 2023	69.8	63.5	76.6	54.3	20	68.7
RSS 2024	88 (+20.8)	87 (+26.4)	89 (+14.8)	84 (+32.4)	40 (+15.7)	85 (+22.6)
End of Year 2025	92 (+24)	90 (+29)	94 (+19)	85 (+34)	66 (+25)	88 (+25)

READING % (Comprehension and Word Reading)	ALL	BOYS	GIRLS	FSM/PP	SEN (S)	EAL
National 2023	74.7 (2024)	70.3	79.2	61.2	37.4	71.7
MK 2023	78.5	74.6	82.6	63.8	34.8	78.1
RSS 2024	88 (+13.3)	87 (+16.7)	89 (+9.8)	84 (+22.8)	40 (+2.6)	85 (+13.3)
End of Year 2025	94 (+19)	93 (+23)	94 (+15)	85 (+24)	66 (+29)	88 (+16)

WRITING %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2023	70% (2024)	63.6	75.7	55.4	22.75	67.7
MK 2023	72.7	66.6	79	57	21.9	71.7
RSS 2024	90 (+20.5)	91 (+27.4)	89 (+13.3)	84 (+28.6)	40 (+17.25)	85 (+17.3)
End of Year 2025	94 (+24)	93 (+29)	94 (+18)	85 (+30)	66 (+43)	88 (+20)

NUMBER %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2023	77% (2024)	75.5	80.2	66.6	40.7	73.7
MK 2023	80.1	77.3	83	66.2	34.2	77.9
RSS 2024	88 (+10.2)	95 (+19.5)	89 (+8.8)	91 (+24.4)	60 (+19.3)	85 (+11.3)
End of Year 2025	94 (+17)	93 (+17.5)	94 (+14)	85 (+18)	66 (+25.3)	88 (+14.3)

Year 1

YEAR ONE PHONICS	ALL	BOYS	GIRLS	DIS	SEN	EAL
Phonics National 2024	80	77	84	68	52 (S)	80
MK 2023	82	78	85	71	47	84
RSS 2024	89% (+10)	58% (+9)	89% (+7)	69% (+2)	56% (+8)	70% (-10)
End of Year 2025	88% (+8)	53% (+6)	92% (+8)	75% (+7)	71% (+19)	100% (+20)

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRES EX	GIRES GD	DIS	DIS GD ↓	SEN	EAL
KS1 National 23	68	19	65	17	72	21	54	9	32 (S)	65
RSS 2024	87% (+19)	37% (+18)	82% (+17)	41% (+24)	89% (+17)	35% (+14)	64% (+10)	14% (+5)	44% (+12)	70% (+5)
End of Year 2025	85% (+17)	40% (+21)	82% (+17)	36% (+19)	89% (+17)	42% (+21)	67% (+13)	0% (-9)	57% (+25)	83% (+18)

WRITING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRES EX	GIRES GD	DIS EX ↓	DIS GD ↓	SEN	EAL
KS1 National 23	60	8	54	6	66	10	44	3	22 (S)	58
RSS 2024	83% (+23)	20% (+12)	82% (+28)	24% (+18)	84% (+18)	19% (+9)	50% (+6)	7% (+4)	44% (+22)	70% (+12)
End of Year 2025	81% (+21)	21% (+13)	77% (+23)	14% (+8)	85% (+19)	27% (+17)	75% (+31)	0% (-3)	43% (+21)	83% (+25)

MATHS %	ALL EX+	GD ↑	BOYS EX	BOYS GD↑	GIRES EX	GIRES GD	DIS EX ↓	DIS GD ↓	SEN	EAL
KS1 National 23	70	16	71	19	70	13	56	8	37 (S)	69
RSS 2024	91% (+21)	22% (+6) ^	94% (+23)	35% (+16)	89% (+19)	16% (+3)	54% (+8)	7% (-1)	78% (+41)	90% (+21)
End of Year 2025	85% (+15)	27% (+11)	86% (+15)	36% (+17)	85% (+15)	19% (+6)	75% (+19)	0% (-8)	57% (+20)	83% (+14)

SCIENCE %	ALL EX	BOYS	GIRLS	DIS
KS1 National 2023	77	75	79	82
RSS 2024	91% (+14)	88% (+13)	92% (+13)	64% (-18)
End of Year 2025	92% (+15)	96% (+21)	86% (+7)	83% (+1)

SCIENCE %	ALL EX	BOYS	GIRLS	DIS
KS1 National 2023	77	75	79	82
RSS 2022	88.7	87.51	89.74	83.33
RSS 2023	91.49 (+12.49)	90 (+15)	92.59 (+13.59)	90.00 (+8)
RSS 2024	91% (+14)	88% (+13)	92% (+13)	64% (-18)

Year 2

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN EX	EAL EX
National 2023	68	19	65	17	72	21	54	9	32 (S)	65
MK 2023	70	20	67	19	74	20	55	10	31	71
RSS 2024	83% (+15)	30% (+11)	76% (+11)	24% (+7)	88% (+16)	36% (+15)	91% (+37)	18% (+9)	56% (+24)	100(+35)
End of 2025	80% (+12)	30% (+11)	80% (+15)	33% (+16)	80% (+8)	29% (+8)	42% (-12)	8% (-1)	43% (+11)	89% (+24)

WRITING %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN EX	EAL EX
National 2023	60	8	54	6	66	10	44	3	22 (S)	58
MK 2023	62	8	57	8	67	9	45	3	21	64
RSS 2024	80% (+20)	15% (+7)	67%(+13%)	14% (+8)	92% (+26)	16% (+6)	73% (+29)	0%	44% (+22)	88% (+30)
End of 2025	78% (+28)	12% (+4)	73% (+19)	13% (+7)	80% (+14)	11% (+1)	42% (-2)	8% (+5)	29% (+7)	89% (+31)

MATHS %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX =	DIS GD↑	SEN EX	EAL EX
National 2023	70	16	71	19	70	13	56	8	37 (S)	69
MK 2023	72	18	72	22	73	13	56	7	35	75
RSS 2024	87% (+17)	30% (+14)	86% (+15)	38% (+19)	88% (+18)	24% (+11)	91% (+35)	18% (+10)	44% (+7)	100% (+31)
End of 2025	86% (+16)	34% (+18)	93% (+22)	47% (+28)	83% (+13)	29% (+16)	42% (-14)	17% (+9)	57% (+20)	89% (+20)

SCIENCE %	ALL EX	BOYS	GIRLS	DIS
National 2023	77	75	79	82
RSS 2024	93% (+16)	95% (+20)	92% (+13)	91 (+9)
End of Year 2025	94% (+17)	93% (+18)	94% (+15)	75% (-7) (represents 3/12 children)

YEAR TWO PHONICS	ALL
National 2024	89
MK 2022	89
RSS 2024	96% (+7)
End of Year 2025	96% (+7)

Externally Provided Programmes

Programme	Provider
Read Write Inc.	Read Write Inc. 
WALKTHRUS 1&2	CPD for teachers: Oliver Caviglioli and Tom Sherrington 
The Spelling Book	Jane Considine 
The Write Stuff	Jane Considine 

<p>Hooked on Books</p> 	<p>Jane Considine</p>
<p>Early Excellence Inspirational Learning</p> 	<p>Early Excellence</p>
<p>Charanga</p> 	<p>Charanga</p> <p>https://charanga.com/site/musical-school/</p>
<p>White Rose Maths</p> 	<p>https://whiteroseeducation.com/</p>
<p>White Rose Science</p> 	<p>https://whiteroseeducation.com/</p>
<p>PINS</p>   <p>ARC Framework</p> <p>Competency: Relational, Reflexive, Self-Development & Identity</p> <p>Regulation: Identification, Modulation</p> <p>Attachment: Caregiver Affect Management, Assessment, Effective Response, Intervention, Motivation, Resilience & Agency</p> <p>ARC - Muijsberg & Muijsberg (2016) Muijsberg & Muijsberg, 2016</p>	<p>Home - PACA MK</p> <p>Attachment & Trauma Aware approaches in education ARC (the-arc.org.uk)</p>