

Pupil premium strategy statement – Gordon Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Veena Naidoo
Pupil premium lead	Rebecca Jones
Governor / Trustee lead	David Low

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£122,840

Part A: Pupil premium strategy plan

Statement of intent

At Gordon Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. The national educational outcomes for children eligible for the Pupil Premium Grant (PPG) are below the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending of the PPG so that this pupil group have the best targeted support to enable them to achieve in line with their peers in the core areas of Mathematics and English, as well as in other areas of their education. We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health safeguarding concerns and access to community links.

At Gordon Primary School, we believe that every child is an important member of our school community and should be encouraged and challenged to achieve their full potential. The school budget is set by governors entirely on this basis – the key investment priority is always on initiatives that support all of our children to progress. When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring Quality First Teaching across all key stages
- Closing the attainment gap between disadvantaged pupils and their peers
 - Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour self-esteem and confidence
- Supporting parents in order to work as effective partners and support their child's learning

Challenges

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

Challenge number	Detail of challenge
1	Rates of progress of pupil premium pupils in Maths is, in some year groups, below that of non-pupil premium pupils. Children's recall of mental maths facts and their strategies for mental calculation is not as well developed as pupils from non-disadvantaged backgrounds. They do not engage in real-life maths scenarios that enable them to acquire the language and vocabulary to provide logical reasoning to problems presented to them.
2	Rates of progress of pupil premium pupils in Reading is, in some year groups, below that of non-pupil premium pupils. Both their word level decoding strategies and/or comprehension skills are not as well developed in comparison to those of other pupils in the school. They do not read as widely or as fluently as pupils from non-disadvantaged backgrounds, nor do they have access to a variety of reading material (outside of what we provide for the children.)
3	Rates of progress of pupil premium pupils in Writing is, in some year groups, below that of non-pupil premium pupils. Many children face difficulty in forming sentences that are grammatically correct or that make full sense, particularly when transferring from oral rehearsal to the written word. Furthermore, pupils eligible for pupil premium also show difficulties with both punctuation and spelling.
4	To address the gap in cultural capital between disadvantaged and non-disadvantaged pupils and enable access to enrichment opportunities. A number of pupils eligible for pupil premium come from backgrounds of high deprivation with very challenging economic issues which inhibit the children's access to rich experiences outside of the learning environment. This has a negative impact not only upon their personal development but also their achievement in school as these enrichment opportunities ensure that learning is more memorable.
5	Attendance rates indicate that pupil premium pupils have lower attendance rates than non-pupil premium pupils as well as higher proportions of pupils who fall into the category of persistent absenteeism. Our ongoing assessments and observations indicate that both of the above are negatively impacting disadvantaged pupils' progress
6	Improve positive mental health strategies and increase confidence and self-esteem amongst the most vulnerable pupils through access to therapeutic services and access to the wider school offer e.g. breakfast/after school club wrap around care, access to uniform, residential opportunities etc

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
Accelerated rates of progress of disadvantaged pupils in Maths. Ensure that the proportion of disadvantaged pupils working at age-related expectations and above is greater in comparison to other pupils in the school and nationally, at the end of each key stage.	2024-2027 Rates of progress for Mathematics from the end of EYFS until the end of KS2 are greater in comparison to other pupils in the school and national expectations 2024-2027 EYFS Profile - percentage of disadvantaged pupils achieving the ELGs in Mathematics is greater in comparison to the percentage of other pupils in the school 2024-2027 KS1 Optional Assessments – percentage of disadvantaged pupils achieving the expected standard/greater depth in Mathematics is greater than other pupils nationally 2024-2027 KS2 Statutory Assessments – percentage of disadvantaged pupils achieving the expected standard/greater depth in Mathematics matches or exceeds non-disadvantaged pupils in the school and the percentage of other pupils nationally 2024-2027 KS2 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) is greater in comparison to the percentage of other pupils nationally
Accelerated rates of progress in Reading so that the discrepancy in both progress and attainment between disadvantaged pupils and non-disadvantaged pupils is closed. Increase the proportion of disadvantaged pupils working at age-related expectations and above - ensuring that the proportion is greater in comparison to other pupils in the school and nationally.	2024-2027 Rates of progress for Reading from the end of EYFS until the end of KS2 are greater in comparison to other pupils in the school and national expectations 2024-2027 EYFS Profile - percentage of disadvantaged pupils achieving the ELGs in Reading is greater in comparison to the percentage of other pupils in the school 2024-2027 KS1 Optional Assessments - percentage of disadvantaged pupils

	achieving the expected standard/greater depth in reading is greater than other pupils nationally 2024-2027 KS2 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in reading matches or exceeds non-disadvantaged pupils in the school and the percentage of other pupils nationally 2024-2027 KS2 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in reading from each prior attainment starting point (high, middle and low) is greater than the percentage of other pupils nationally
Accelerated rates of progress in Writing so that the discrepancy in both progress and attainment between disadvantaged pupils and non-disadvantaged pupils is closed, increasing the proportion of disadvantaged pupils working at age-related expectations and above - ensuring that the proportion is greater in comparison to other pupils in the school and nationally.	2024-2027 Rates of progress for Writing from the end of EYFS until the end of KS2 are greater in comparison to other pupils in the school and national expectations 2024-2027 EYFS Profile - percentage of disadvantaged pupils achieving the ELGs in Writing exceeds the percentage of other pupils in the school 2024-2027 KS1 Optional Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in Writing in line with other pupils nationally 2024-2027 KS2 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in Writing matches or exceeds non-disadvantaged pupils in the school and the percentage other pupils nationally 2024-2027 KS2 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in Writing from each prior attainment starting point (high, middle and low) exceeds the percentage other pupils nationally

To achieve and sustain improved access to, and engagement with enrichment opportunities for all pupils, particularly our disadvantaged pupils	Increased access to and engagement with enrichment opportunities demonstrated by: • Monitoring of offered in-school clubs suggests that the variety and number of clubs available remains high throughout the academic year • Monitoring of enrichment opportunities across all year groups and curriculum areas suggests that a variety of opportunities are planned to support various curriculum subjects to enhance learning • Monitoring indicates that disadvantaged pupils have equal access when compared to their peers through support by subsidised costs to allow children to participate in experiences that are not provided within the home environment • A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly of disadvantaged pupils and achieve a decrease in the proportion of disadvantaged pupils who are persistent absentees	Improved attendance for 2024-2027 demonstrated by: • Disadvantaged pupils have an attendance rate of at least 96% • Annual data shows that the gap between disadvantaged and non-disadvantaged pupils is continuously closing • Annual data indicates a reduction of disadvantaged pupils who are persistently absent • percentage of persistent absentees from disadvantaged backgrounds is below the national average for all pupils nationally
To achieve and sustain improved personal development, with a particular focus on self-confidence and readiness to learn, for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of personal development from 2024-2027 demonstrated by:

Disadvantaged pupils have been able to access: • therapeutic services • enrichment opportunities • the wider school offer • uniform	• Qualitative data from pupil voice, pupil and parent surveys and teacher observations • Our vulnerable pupils register indicates that these pupils are accessing a range of services which support their individual need or barrier • Evaluation indicates that the range of services the school offers is impacting positively on pupils and as a result, they are able to access learning more effectively • A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils 2024-2027 EYFS Profile - percentage of disadvantaged pupils achieving the ELGs in all prime areas of learning within the EYFS curriculum exceeds the other pupils in the school 2024-2027 KS1 Optional Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in RWM exceeds other pupils nationally 2024-2027 KS2 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth in RWM matches or exceeds non-disadvantaged pupils in the school and the percentage other pupils nationally
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Activity in this academic year

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

Teaching

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and monitor the quality of teacher feedback (both verbal and written) in all subject areas Through staff INSET and CPD opportunities, improve the quality of feedback being provided to children, particularly in terms of its effectiveness Staff to engage regularly in book evaluations with colleagues and moderation meetings as year groups and phases Mentoring and well-planned induction training for new teachers (and those who want a refresher) on how to use feedback effectively to improve pupils' knowledge and understanding Review Marking and Feedback policy to ensure that: -Feedback focuses on the task, subject and self-regulation strategies: it provides specific information on how to improve.	Numerous studies (e.g. IoE Aug 2021) have highlighted the huge impact that quality feedback given by teachers to pupils, can have on improving educational attainment. EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback has positive effects across all age groups. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. Quality feedback is central to the school's goal for developing proficient learning. Improving feedback throughout the school is also part of our School Development Plan – therefore teachers will not only be able to address misconceptions and bridge gaps on-the-spot but identify starting points and provide challenge for all pupils	1,2,3

-Feedback occurs from adults and peers -Feedback takes the form of verbal and written feedback -Feedback is given when the task is correct (so that it is clear what the pupil has done well) as well as when it is incorrect.		
Embedding the use of effective formative assessment strategies and ensuring that, primarily formative, and summative assessment outcomes are used to inform planning and personalise learning for pupils (linked to feedback as above) Through staff training and CPD, improve and strengthen assessment through embedding strategies to check and identify gaps in pupils' content knowledge in order to secure pupils' knowledge and recall Mentoring and well-planned induction training for new teachers (and those who want a refresher) on various different formative assessment tools and improving teacher practice by making use of these in order to assess pupils' knowledge and understanding regularly throughout the lesson	There is strong evidence that formative assessment can improve students' learning. Ensuring that teachers are using a range of formative assessment strategies within sessions to move pupil's learning on, as well as using this to provide follow-up work and feedback, will be developed alongside the priority on feedback. EEF Toolkit: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/ Improving and strengthening assessment throughout the school is part of our School Development Plan – therefore teachers will not only be able to address misconceptions and bridge gaps on-the-spot but identify starting points and provide challenge for all pupils. Teachers were positive about Teacher Learning Communities associated with the EEF Embedding Formative Assessment initiative. They felt that these improved their practice by allowing valuable dialogue between teachers, and encouraged experimentation with formative assessment strategies. Sharing good practice at Gordon Primary School is key, both during INSET and phase meetings	1,2,3
A programme of parental workshops focused on how to support their children's learning at home in Reading & Phonics, Writing and	Parental engagement has been shown to have a positive impact on average of 4 months' additional progress. There is some evidence that suggests that personalised messages linked to learning can promote positive interactions.	1,2,3

Mathematics, as a priority. Identification of specific parents who need to be targeted for workshops Calendar of parental workshops across the year to support each year group in Reading, Writing and Maths. Additionally, to support parents with their own literacy and Maths subject knowledge. These are shared in advance with parents through various means, including the newsletter, groupcall and parenthub	Parental engagement strategies are typically more effective with parents of very young children. Therefore, consideration will be given on how to maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. Furthermore, there is evidence to state that supporting parents with the first child will also have a positive impact on other siblings – which many of the parents in our community have more than one child. Evidence suggests that practical strategies with tips, support, and resources to assist learning at home is beneficial to pupil outcomes. Further to this, evidence suggests that supporting parents with their own literacy and Maths knowledge will also have a positive impact. EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25550

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of after school 'booster' lessons implemented across specific year groups, including Y6. These will include targeted reading and writing sessions	The booster classes will be delivered as part of well-planned and structured programme, involving our most experienced and well-trained. Research indicates that this model of extended school provision can have a positive impact on improving educational attainment. EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3
Daily programme of 1:1 phonics intervention in KS2 for pupils who have not passed the screening check. Daily programme of reading support for KS2 pupils who are still in the early stages of reading to help them to develop fluency (1:1 with additional adult) Daily programme of 1:1 phonics intervention in Y1 and Y2 for pupils at risk of not passing the screening check	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: Phonics Toolkit Strand - Education Endowment Foundation Tuition targeted at specific needs and knowledge gaps can be an effective method to support low at training pupils or those falling behind, both one-to one: 2 10 Daily programme of 1:1 phonics intervention in KS2 for pupils who have not passed the screening check Daily programme of reading support for KS2 pupils who are still in the early stages of reading to help them to develop fluency (1:1 with additional adult) One to one tuition - EEF (education endowment foundation.org.uk) And in small groups: Small group tuition -Toolkit Strand (Education Endowment Foundation)	2

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

Budgeted cost: £22,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised peripatetic music lessons and subsidised residential visits for children in receipt of the pupil premium grant	The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning to ensure an effective spending model.	4,6
Subsidised extended day including wrap around and after school club offer for disadvantaged pupils).	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF,2021)	5,6
PSHE and RSE curriculum which covers all key areas of a child's social, emotional and personal development during the course the year the school will subsidise a range of activities for children to enrich their curriculum experience at school, particularly targeting those from disadvantaged backgrounds. These activities will include termly educational visits, workshops, extensive after school club programme, as well as access to therapeutic services such as ELSA	A child's educational development and enthusiasm for learning is rooted in memorable curriculum experiences. This is particularly important for children from disadvantaged backgrounds who may not have the wider life experiences and opportunities that other children have. Numerous studies show that providing children with a broad range of learning experiences linked to the arts, physical participation, science and technology can help to foster a wider love for learning that moves into other subjects and leads to improved academic progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation	4,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £122,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of three-year PPG plan:

The targets have been largely successful, reflecting significant progress in key areas. PPG pupils have benefited from targeted interventions, showing improvements in various aspects of their education. However, while the gap between PP and non PP pupils in reading, writing, and maths has shown improvement, it still fluctuates, both within the school and nationally.

Our 2024 results demonstrate that at the end of EYFS and KS1, PP pupils achieved above Non-PP Pupils in Reading and Writing. At the end of KS2, PP pupils achieved slightly below their peers in Reading and Writing. However, this was in line with National data.

In addition, there has been progress across other strategies:

- Emotional Regulation and Learning Awareness: There has been progress in helping PPG pupils develop better emotional regulation and learning strategies with ELSA staff delivering effective interventions
- Attendance: Efforts to improve attendance among PPG pupils have yielded positive results, with rates improving.
- Parental Engagement: Engagement with parents of PPG pupils has increased, leading to better home support and involvement, although there are still areas to further enhance this connection.
- Enrichment Activities: Access to enrichment activities for PPG pupils has improved, with more pupils participating, providing them with valuable experiences outside the standard curriculum.

Overall, the positive trends in emotional support, attendance, parental engagement, and enrichment access are strong indicators of ongoing success. Continued focus on these areas should help in further closing the academic attainment gap.

This details the impact our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Disadvantaged

End of KS2

% achieving the Expected Standard in Reading, Writing and Maths

		Cohort			Pupils			School			Redbridge			National		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Pupil Premium	Disadvantaged		21	12		11	9		52.4	75.0	63.1	60.8	58.7	51.3	42.6	43.9
	Not Disadvantaged		39	33		27	26		69.2	78.8	76.4	73.9	71.6	70.9	65.4	66.2

% achieving the Greater Depth Standard in Reading, Writing and Maths

		Cohort			Pupils			School			Redbridge			National		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Pupil Premium	Disadvantaged		21	12		1	0		4.8	0.0	8.1	4.6	6.6	4.7	2.8	3.2
	Not Disadvantaged		39	33		2	1		5.1	3.0	19.4	12.0	13.5	13.1	9.0	10.0

KS2 Reading Progress

		Eligible	KS1 APS	Coverage	Score	Conf	Progress	LA
Pupil Premium	Disadvantaged	11	7.6	78.6%	+3.71	± 3.6		-0.49
	Not Disadvantaged	29	7.3	85.3%	+5.71	± 2.2		+0.76

KS2 Writing Progress

		Eligible	KS1 APS	Coverage	Score	Conf	Progress	LA
Pupil Premium	Disadvantaged	11	7.6	78.6%	+0.73	± 3.4		+0.42
	Not Disadvantaged	29	7.3	85.3%	+3.29	± 2.1		+1.05

KS2 Maths Progress

		Eligible	KS1 APS	Coverage	Score	Conf	Progress	LA
Pupil Premium	Disadvantaged	11	7.6	78.6%	+6.01 	± 3.2		+0.25
	Not Disadvantaged	29	7.3	85.3%	+5.09 	± 2		+2.46

This details the impact our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Disadvantaged

End of KS2

% achieving the Expected Standard in Reading, Writing and Maths

		Cohort			(No.) Pupils			(Percentage) School			(Percentage) Redbridge			(Percentage) National		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Gender	All	60	45	59	38	35	35	63.3	77.8	59.3	71.1	70.0	72.1	58.7	59.6	60.5
	Girls	30	23	26	16	18	16	53.3	78.3	61.5	73.5	72.7	75.9	63.0	63.0	64.2
FSM	Boys	30	22	33	22	17	19	73.3	77.3	57.6	68.8	67.3	68.3	54.5	56.3	56.9
	FSM	18	11	18	11	8	9	61.1	72.7	50.0	59.6	58.1	58.4	41.6	43.4	45.3
	Not FSM	42	34	37	27	27	24	64.3	79.4	64.9	73.8	73.0	76.8	64.4	65.6	67.1
Pupil Premium	Disadvantaged	21	12	19	11	9	10	52.4	75.0	52.6	60.8	59.4	58.3	42.6	44.0	45.6
	Not Disadvantaged	39	33	40	27	26	25	69.2	78.8	62.5	73.9	72.8	75.7	65.4	66.3	66.9

% achieving the Greater Depth Standard in Reading, Writing and Maths

		Cohort			(No.) Pupils			(Percentage) School			(Percentage) Redbridge			(Percentage) National		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Gender	All	60	45	59	3	1	5	5.0	2.2	8.5	10.4	12.2	11.3	7.2	8.0	7.6
	Girls	30	23	26	3	1	2	10.0	4.3	7.7	12.8	14.0	13.1	8.5	9.1	8.8
FSM	Boys	30	22	33	0	0	3	0.0	0.0	9.1	8.2	10.6	9.6	5.9	6.9	6.4
	FSM	18	11	18	1	0	0	5.6	0.0	0.0	4.3	6.3	5.7	2.6	3.1	3.0
	Not FSM	42	34	37	2	1	5	4.8	2.9	13.5	11.8	13.7	13.0	8.7	9.8	9.5
Pupil Premium	Disadvantaged	21	12	19	1	0	0	4.8	0.0	0.0	4.6	6.6	5.5	2.8	3.2	3.1
	Not Disadvantaged	39	33	40	2	1	5	5.1	3.0	12.5	12.0	13.7	12.9	9.0	10.1	9.6

KS2 Reading Progress

		Cohort			(No.) Pupils			(Percentage) School			(Percentage) Redbridge			(Percentage) National		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Gender	All	60	46	59	44	35	43	73.3	76.1	72.9	81.8	78.0	80.3	74.5	72.8	74.2
	Girls	30	23	26	21	18	19	70.0	78.3	73.1	84.8	80.2	83.4	79.7	75.7	77.7
FSM	Boys	30	23	33	23	17	24	76.7	73.9	72.7	78.9	75.9	77.3	69.5	70.1	70.8
	FSM	18	12	18	13	8	12	72.2	66.7	66.7	74.1	70.9	70.7	61.2	59.6	62.1
	Not FSM	42	34	37	31	27	29	73.8	79.4	78.4	83.6	79.9	83.8	79.0	77.7	79.5
Pupil Premium	Disadvantaged	21	13	19	14	9	13	66.7	69.2	68.4	75.5	72.0	70.6	62.2	60.2	62.6
	Not Disadvantaged	39	33	40	30	26	30	76.9	78.8	75.0	83.5	79.7	82.8	79.7	78.3	79.3

KS2 Writing Progress

		Cohort			(No.) Pupils			(Percentage) School			(Percentage) Redbridge			(Percentage) National		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Gender	All	60	45	59	48	39	47	80.0	86.7	79.7	80.3	80.4	81.6	69.4	71.5	71.7
	Girls	30	23	26	24	21	21	80.0	91.3	80.8	84.6	86.1	86.6	76.4	78.2	78.3
FSM	Boys	30	22	33	24	18	26	80.0	81.8	78.8	76.3	74.8	76.7	62.8	65.1	65.4
	FSM	18	11	18	15	10	14	83.3	90.9	77.8	71.5	71.4	71.1	54.3	57.5	58.4
	Not FSM	42	34	37	33	29	31	78.6	85.3	83.8	82.4	82.7	85.6	74.5	76.7	77.5
Pupil Premium	Disadvantaged	21	12	19	15	11	15	71.4	91.7	78.9	72.6	72.6	71.0	55.3	57.9	58.8
	Not Disadvantaged	39	33	40	33	28	32	84.6	84.8	80.0	82.5	82.5	84.4	75.4	77.4	77.3

KS2 Maths Progress

		Cohort			(No.) Pupils			(Percentage) School			(Percentage) Redbridge			(Percentage) National		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Gender	All	60	46	59	42	39	46	70.0	84.8	78.0	82.3	82.9	83.1	71.4	73.0	73.0
Gender	Girls	30	23	26	17	20	21	56.7	87.0	80.8	80.5	83.0	83.9	70.5	72.4	72.4
	Boys	30	23	33	25	19	25	83.3	82.6	75.8	83.9	82.9	82.4	72.2	73.6	73.5
FSM	FSM	18	12	18	12	11	13	66.7	91.7	72.2	72.5	71.3	70.6	55.2	58.4	58.9
	Not FSM	42	34	37	30	28	30	71.4	82.4	81.1	84.5	85.9	87.4	76.9	78.5	79.2
Pupil Premium	Disadvantaged	21	13	19	13	12	14	61.9	92.3	73.7	73.7	72.2	70.6	56.3	58.8	59.2
	Not Disadvantaged	39	33	40	29	27	32	74.4	81.8	80.0	84.6	85.8	86.4	77.8	79.2	79.0