

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	<b>St John Fisher Catholic Primary School</b>
Number of pupils in school	<b>210</b>
Proportion (%) of pupil premium eligible pupils	<b>19.3%</b> - 39 children
Academic year/years that our current pupil premium strategy plan covers	<b>2021 - 2024</b>
Date this statement was published	<b>1/11/2021</b>
Date on which it will be reviewed	<b>July 2022 - July 2023</b>
Statement authorised by	<b>Sarah Griffin</b>
Pupil premium lead	<b>Sarah Griffin/Lynsey Baulch</b>
Governor / Trustee lead	<b>Mrs F Akintade</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>2022-2023 - £54,015.00</b> <b>39 CHILDREN</b> SEPT 2022 21 - 22 £41,695.00 - 31 children
Recovery premium funding allocation this academic year	<b>£5,800.00</b> based on 40 children SEPT 2022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b><u>£59,815.00</u></b> SEPT 2022

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

St John Fisher Catholic Primary School Key Priorities are:-

- To ensure that teaching and learning opportunities meet the needs of all of the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To understand that not all pupils who are socially disadvantaged are registered or qualify for free school meals - many families at SJF are NRPF.
- Pupil premium funding to be allocated following a needs analysis which will identify priority classes, groups or individuals.

### Challenges

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

Challenge number		Detail of challenge
1	a	In Year Admissions/leavers (leavers due to housing/immigration issues - children joining mid-year from other settings)
2	b	SEN/Speech and language - number of children arriving at school with limited or no language
3	c	Low parental support/understanding of needs of children especially those with additional needs
4	d	Emotional Well-Being of children - Mental Health Support very limited and waiting times for support too long
5	e	Impact of COVID-19 - Emotionally, Socially and Academically

## 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
a	<p><b>In Year Admissions/leavers (leavers due to housing/immigration issues - children joining mid-year from other settings)</b></p> <p><i>All new children admitted to SJF through 'in-year' admissions - discussion with host school to be a priority.</i></p> <p><i>Ensure any data from previous setting is accurate -Record of assessment on entry to be inputted in Target Tracker/School System in order to provide accurate tracking. Use of statements to provide formative assessment of these children - provide support to close gaps in learning/ensure challenge for MA children</i></p>	<p>All PP 'In Year' admissions to reach the expected standard or greater.</p> <p>Evidence in Data drops that interventions are having the desired impact</p>
b	<p><b>SEN/Speech and language - number of children arriving at school with limited or no language</b></p> <p><i>In EYFS, Yr1 and Yr2 to continue with Maths Mastery as this Maths based scheme supports a rich language curriculum</i></p> <p><i>Spoken language - class provision/ training and workshops for parents to support English as an Additional Language</i></p> <p><i>Reading workshops for parents - Writing workshops for parents - ICT workshops for parents (as requested)</i></p> <p><i>SENCO to support most vulnerable families with meeting the needs of their children</i></p> <p><i>SDP focus to further develop 'GOOD' writing to 'OUTSTANDING' writing - ensure support is in place for all children with the fundamental basics of writing to being an outstanding writer in place in all year groups across the school</i></p> <p><i>Staff trained with a focus on monitoring/observing/working with SEND children supported by SENCO - staff ensure that the range of learning abilities are supported through specific and direct interventions for all when needed</i></p> <p><i>Additional staff to support SEN across the school - especially with S&amp;L plans and EAL children</i></p>	<p>All PP, EAL children to reach the expected standard and widen their vocabulary and understanding.</p> <p>Reduce the number of PP children working with language support teacher and speech therapist.</p> <p>Ensure children are making progress from their individual starting point and address any concerns swiftly.</p> <p>PP and SEND children make expected or greater progress from their individual starting points.</p>
c	<p><b>Low parental support/understanding of needs of children especially those with additional needs</b></p> <p><i>Subject specific workshops to support parents in supporting their children and their learning</i></p> <p><i>(Low parental support/understanding of needs of children - especially those with additional needs)</i></p> <p><i>Parent support evenings - each term 2 support evenings to help the parents with supporting their child on their learning journey</i></p> <p><i>Re-introduce meetings for children with SEND - allow them time to share concerns and celebrate success with other parents as an additional level of community support</i></p> <p><i>SENCO to lead training for parents on the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Understanding SEND</i></li> <li>• <i>Understanding their child's need</i></li> <li>• <i>Identifying the way forward</i></li> <li>• <i>Accessing and Accepting support</i></li> </ul>	<p>All children to make expected or greater than expected standard progress from their individual starting point.</p> <p>Increased parental support for the children - greater understanding of how and what the children are learning in school.</p> <p>SENCO to continue working closely with our families and reaching out to the 'Hard to Reach' families with the vast amount of support she can offer.</p>

<p><b>d</b></p>	<p><b>Emotional Well-Being of children - Mental Health Support very limited and waiting times for support too long</b></p> <p><i>Ensure support for Emotional Well-Being of children is swift and robust Time taken to seek outside support for children is often too little to late Engage parents in the process of supporting well-being Help build resilience, confidence and self-discipline within each child - show them their self-worth</i></p>	<p>3 members of school staff trained in Play Therapy - Draw and Talk Therapy</p> <p>Not letting paperwork timeframes hold back support when needed</p> <p>Families fully engaging with support offered</p>
<p><b>e</b></p>	<p><b>Impact of COVID-19 - Emotionally, Socially and Academically</b></p> <p><i>Emotionally Being aware that emotional needs of children vary and are displayed in many ways - swiftly identifying patterns of behaviour, attitude, mood that give cause for concern and seeking help. Socially Very often the school are the last to know about family housing issues - generally we hear when evictions have taken place - staff to be attuned again to changes in behaviour, attitude, mood that give cause for concern and seeking help. Academically Robust assessment in school identifies children who may be struggling or excelling but staff to be aware of unrealistic pressure being put on children by families. While encouraging excellence in work, also ensuring the children know it is OK to make a mistake as we all learn from mistakes.</i></p>	<p>All PP, EAL children to reach the expected standard and widen their vocabulary and understanding.</p> <p>Ensure children are making progress from their individual starting point and address any Emotional, Social or Academic concerns swiftly.</p> <p>PP and SEND children make expected or greater progress from their individual starting points.</p> <p>Play Therapy/Mental Health Workshops - used to support needs of all children - children identified as needing intensive support are flagged to SLT/SENCO swiftly.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,450.00 +£10,000 (set aside for Play Therapy/Mental Health Workshops)

**TOTAL £36,450.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy/Mental Health Workshops	<p>We use play therapy/Mental Health Workshops to support our vulnerable children with their emotions and feelings.</p> <p>This work is designed to allow children to talk freely about sensitive issues in an environment built on trust.</p> <p>The aim of the therapy/workshops is to support children and their mental well-being in becoming more confident members of society.</p> <p>We have 3 trained Play Therapists in school - staff supervision led by DSL's to support emotional well-being of all staff.</p> <p>External supervision for DSL team.</p>	<p>b</p> <p>d</p> <p>e</p>
Additional teaching and learning opportunities provided through trained professionals	<p>In SJF we use a range of professionals to support S&amp;L, PE, MFL and Music.</p> <p>We do this as a means to engage the pupils with a wide set of interests and give them opportunities to express and develop a range of life skills.</p> <p>We do Liturgical Dance as a link to our faith and expression - this gives the children time to reflect, move and worship in a very calm environment.</p>	<p>a</p> <p>b</p> <p>d</p> <p>e</p>
Additional Staff	<p>Across the school additional support is high every class.</p> <p>Reception 2 TA's full time</p> <p>Year 1 - 1 TA full time</p> <p>Year 2 - 1 TA full time</p> <p>Year 3 - 1 TA am - pm interventions</p> <p>Year 4 - 1 TA am - pm interventions</p> <p>Year 5 - 1 TA am - pm interventions</p> <p>Year 6 - 2 TA am - pm interventions</p> <p>SENCO works with Year 1, 2, 4 and 6 - for SEN and for emotional support</p> <p>Additional TA to support S&amp;L and EAL children across the school</p>	<p>a</p> <p>b</p> <p>d</p> <p>e</p>

<p><b>SJF TV - TV Pods</b></p>	<p>In line with being a healthy school and using Sports premium we have purchased two TV pods where the children are given the opportunity to film and record a range of media to share with the school community. TV pods installed on both KS1 and KS2 Playgrounds so all children have the opportunity to be stars and to celebrate with their peers.</p> <p>Children to take ownership for creating film clips involving exercise and sports clips to be shared at break times.</p> <p>Children able to link ICT- PE- English in the developing and filming of routines.</p> <p>Celebrations of dance and movement - whole school sharing talents with parents and visitors.</p> <p>Children who do not want to be on the shows, can direct and be the film camera people - an opportunity for all to excel.</p>	<p>b d e</p>
<p><b>Workshops for families - led by subject leaders/school staff/SENCO</b></p>	<p>Low parental support/understanding of needs of children especially those with additional needs.</p> <p><i>Subject specific workshops to support parents in supporting their children and their learning</i></p> <p><i>(Low parental support/understanding of needs -of children especially those with additional needs)</i></p> <p><i>Parent support evenings - each term 2 support evenings to help the parents with supporting their child on their learning journey</i></p> <p><i>Re-introduce meetings for children with SEND - allow them time to share concerns and celebrate success with other parents as an additional level of community support.</i></p> <p><i>SENCO to lead training for parents on the following:-</i></p> <ul style="list-style-type: none"> <li>• <i>Understanding SEND</i></li> <li>• <i>Understanding their child's need</i></li> <li>• <i>Identifying the way forward</i></li> </ul> <p><i>Accessing and Accepting support</i></p>	<p>a b c d e</p>

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

Budgeted cost: **£23,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work	In KS1 and in KS2, the SEN and disadvantaged children work in small group supported activities. This is for both academic and social needs. The interventions are about filling gaps, deepening understanding and the other support groups are about pre-teaching SEN children to ensure they are able to access the curriculum.	a b d e
1-1 tuition support	This is undertaken at the Head teachers' discretion. It is to support children who have potential but come from families who struggle with funding for tutors. This support differs from booster classes as it is undertaken on a 1:1 basis before/after the school day.	a b d e
Booster classes	Children in Years 5 and 6 have booster sessions that focus on applying skills taught and addressing misconceptions. Interventions - Reading, Writing and Maths Used to help children keep up with their peers - groups are very fluid - the support given is in direct discussion with class teachers, SENCO and teaching assistants to ensure rapid progress and good attainment is maintained Booster Classes to support Years 4, 5 and 6 will resume in Summer 2022 - For Autumn 2021 and Spring 2022 we plan to target smaller groups for short bursts of intervention.	a b d e
Reading Interventions	Every child reads daily - children who require additional support are supported by Teacher/TA's - A love of reading is promoted across the school. Guided reading happens daily. In KS2 the children keep reading journals where they are able to show clarity in comprehension of reading through targeting questioning. Year 2 - children who are ready, begin reading journals in the summer term in readiness for KS2.	a b d e

	As part of our 'Friday Challenge' children work on comprehension skills in ability set groups across KS2 - they work in a buddy system where independent learning is the key focus.	
<b>Writing Interventions</b>	<p>Writing is a key focus at SJF - where an expectation for standard written English is expected across all subject areas.</p> <p>Guided writing is taught weekly with opportunities for children to write at length in a range of genres.</p> <p>As part of our 'Friday Challenge' children work on writing techniques in ability set groups across KS2 - they work in a buddy system where independent learning is the key focus</p>	<p>a</p> <p>b</p> <p>d</p> <p>e</p>
<b>Maths Interventions</b>	<p>Our children are exceptional at 'mechanical maths' - we focus much of the interventions on understanding the WHY?</p> <p>As part of our 'Friday Challenge' children work on reasoning/problem solving skills in ability set groups across KS2 - they work in a buddy system where independent learning is the key focus.</p>	<p>a</p> <p>b</p> <p>d</p> <p>e</p>
<b>Purchasing of Learning Platforms for the school</b> (supporting Home Learning and learning in school)	<p>School purchased the following online learning platforms to support Remote Learning and Support Language across the school</p> <p><u>Emile Education</u></p> <p>Grammar Spelling Maths Focus</p> <p><u>Flash Academy</u></p> <p>EAL Focus MFL Focus</p> <p><u>Education City</u></p> <p>English Maths Science Focus</p> <p><u>Conquer Maths</u></p> <p>Maths Focus</p> <p><u>Sum Dog</u></p> <p>Maths Focus</p> <p>Frog Play</p> <p>English Maths Science Humanities</p>	<p>a</p> <p>b</p> <p>c</p> <p>d</p> <p>e</p>



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

Budgeted cost: **£22,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom equipment	<p>In every classroom, equipment for school is provided by the school. No child brings equipment to school so this eliminates the pressure of not having the latest pens or pencils.</p> <p>If a child does not have equipment at home, they need to complete homework set, then school equipment is 'lent' out on a trust system.</p> <p>This can range from pens/pencils to information books and ICT equipment.</p>	<p>c</p> <p>d</p> <p>e</p>
Help with uniform	<p>Every child is expected to wear correct uniform and if parents are struggling with cost, then uniform is supplied so every child is equal.</p> <p>Our uniform is cost effective with the only expectation being that a school jumper and school bags are used. All other uniform can be sought from all major retail shops.</p>	<p>c</p> <p>d</p> <p>e</p>
Help with cost of school trips/clubs/events	<p>No child is excluded from a trip because of financial reasons. Parents are encouraged to speak to the school office if there is a problem and the SMT use their discretion when discussing money issues and support to be given.</p> <p>PP/FSM/LAC children are supported with costs for residential school journey or clubs organised by the school.</p>	<p>c</p> <p>d</p> <p>e</p>
ICT resources - use of I Pads etc.	<p>In Year 6, in agreement with parents, children may borrow ICT equipment to help support their learning at home.</p> <p>The I-Pads are set so no unauthorised apps can be downloaded.</p>	<p>b</p> <p>c</p> <p>d</p> <p>e</p>

<p><b>Individual Tablets across whole school</b> <b>x210</b></p> <p>Cost from September 2021 is not known as it will be to fix or replace broken tablets</p>	<p>As part of our Remote Learning Policy and preparation for any future forced school closures, we have 210 individual tablets so every child is able to access online learning at home.</p> <p>These tablets are used in school as additional resources (each class has a set of 30) as well as used to support home learning.</p>	<p>a b c d e</p>
<p><b>Play Therapy/Mental Health Workshops</b></p>	<p>We use play therapy/Mental Health Workshops to support our vulnerable children with their emotions and feelings.</p> <p>This work is designed to allow children to talk freely about sensitive issues in an environment built on trust.</p> <p>The aim of the therapy/workshops is to support children and their mental well-being in becoming more confident members of society.</p> <p>PSHE - strong focus on well-being and emotions in lessons and in daily assemblies.</p>	<p>a b d e</p>

## Total budgeted cost:

**Teaching** (for example, CPD, recruitment and retention)

**TOTAL £36,450.00**

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

**TOTAL £23,500.00**

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

**TOTAL £22,500.00**

**TOTAL**      36,450.00

23,500.00

22,500.00

**82,450.00**

**£59,815.00** (allocated funds) - **£82,450.00** (total costings) = **-£22,635.00**

Any extra funds needed, will be taken from main budget and Catch UP Funding. Some funding will be taken from sports premium (part costs for SJF TV pods).

Our costs will rise and fall depending on need of families and the number of children whose families have no recourse to public funds.

## Part B: Review of outcomes in the previous academic year - Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to ongoing COVID concerns there is no national data for Primary schools Summer 2022 - Our children did complete the National tests set and below are our internal assessments showing for pupil attainment - this data has been triangulated with teacher assessment -evidence in books and attitudes to learning (remote and in school).

Data Summary pages 14 to 23 - show Summer 2022 Data. This data breaks down each year group by the following groups:-

- Overall Cohort
- Boys
- Girls
- Pupil Premium
- SEN

Our data indicates a continued trend where our PP children achieve equally to their peers and in some cohorts exceed their peers.

Our SEN children do not always meet national expectations but they do make expected progress from their individual starting points in line with their peers.

Play therapy/Mental Health Workshops noted significant resilience in many of our children. The children were able to openly talk about emotions and feelings - working through common fears and misunderstandings ensuring better understanding of the 'new way' of having to work in school. The children adapted swiftly to changes implemented. Some of our children required a higher level of support to overcome some of the fears and barriers they presented with. The SENCO worked with these children in small groups, pairs and 1:1 to ensure they were able to once again initiate communication/conversations, ask for help, explain when something is difficult for them and engage in daily life at SJF.

Our specialist Speech and language teacher continued to support our children with S&L plans in Years 1 and 2. These two year groups were identified as having the greatest need due to age and the disruption to their early start in education. S&L support for all other children was implemented by the TA's within the class bubbles.

Our SENCO has supported the parents of our most vulnerable families throughout lockdown with weekly phone calls, support with accessing food hampers/vouchers and offering well-being support.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SeeSaw	<a href="https://app.seesaw.me">https://app.seesaw.me</a>
Frog Play	<a href="http://www.frogplay.net/my/login">www.frogplay.net/my/login</a>
Emile Education	<a href="https://web.emile-education.com/">https://web.emile-education.com/</a>
Flash Academy	<a href="http://www.flashacademy.com">www.flashacademy.com</a>
Education City	<a href="http://www.educationcity.com">www.educationcity.com</a>
Sum Dog	<a href="http://www.sumdog.com/user/sign_in">www.sumdog.com/user/sign_in</a>
ConquerMaths	<a href="http://www.mathsonline.com.au/login?countryId=2">www.mathsonline.com.au/login?countryId=2</a>

## Further information (optional)

St John Fisher Catholic Primary School received **£41695.00** in Pupil Premium funding in 2021-2022 and spent **£82,450.00** leaving a shortfall of **£37,515.00** that had to come from the main school budget.

For 2022 - 2023 **£54,015.00** Pupil Premium funding has been allocated.

Plus **£5,800.00** allocated as recovery premium.

**£59,815.00**

Proposed expenditure for 2022 - 2023 is **£82,450.00** leaving a shortfall of **-£22,635.00** which will be taken from the main school budget, Sports Premium and Catch Up Funding.

Currently there are **39** children classified as pupil premium, which represents **19.3%** of the school population.

We have **40** children who are in receipt of FSM, which represents **19.1%** of the school population

This figure does change as children become eligible for free school meals or join/leave the school.

It is important to remember that this measure does not show the true levels of deprivation, because it does not take into account the vast number of families who have NRPF - no recourse to public funding.

The school uses the funding to close the gap in attainment and progress between pupil premium children and all other children, which is a nationally identified issue.

The following pages 14 - 19 show internal data for Summer 2022

This data was triangulated through the use of Testing, Teacher Assessment and Attitudes to Learning/Evidence in books and work both in school and remote working.

Tests used KS1 SATs, KS2 SATs, PIRA, PUMA and GAPS test papers. Cross Key Stage Moderation and Cross Year Group Moderation.

Year 1	READING			WRITING			MATHS			SCIENCE			RE		
	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP		BEL EXP	AT EXP	EXC EXP
<b>OVERALL</b>	16% 5/30	71% 21/30 84% At or above NE	13% 4/30	13% 4/30	77% 23/30 87% At or above NE	10% 3/30	13% 4/30	71% 21/30 87% At or above NE	16% 5/30	13% 4/30	87% 26/30 87% At or above NE		13% 4/30	71% 21/30 87% At or above NE	16% 5/30
<b>BOYS</b>	21% 3/15	72% 11/15	7% 1/15	28% 4/15	65% 10/15	7% 1/15	28% 4/15	65% 10/15	7% 1/15	28% 4/15	72% 11/15		28% 4/15	65% 10/15	7% 1/15
<b>GIRLS</b>		79% 12/15	21% 3/15		86% 13/15	14% 2/15		72% 11/15	28% 4/15		100% 15/15			72% 11/15	28% 4/15
<b>PP/FSM</b>		100% 3/3		66% 2/3	34% 1/3		34% 1/3	66% 2/3		66% 2/3	34% 1/3		34% 1/3	66% 2/3	
<b>SEN</b>	100% 5/5			100% 5/5			100% 5/5			100% 5/5			80% 4/5	20% 1/5	

# Summer 2022 Data

Year 2	READING			WRITING			MATHS			SCIENCE			RE		
	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP		BEL EXP	AT EXP	EXC EXP
<b>OVERALL</b>	20% 6/30	47% 14/30 80% At or above NE	33% 10/30	20% 6/30	53% 16/30 80% At or above NE	27% 8/30	16% 5/30	51% 15/30 84% At or above NE	33% 10/30	13% 4/30	87% 26/30 87% At or above NE		20% 6/30	47% 14/30 80% At or above NE	33% 10/30
<b>BOYS</b>	29% 5/17	42% 7/17	29% 5/17	29% 5/17	47% 8/17	24% 4/17	18% 3/17	47% 8/17	35% 6/17	18% 3/17	82% 14/17		29% 5/17	42% 7/17	29% 5/17
<b>GIRLS</b>	7% 1/13	55% 7/13	38% 5/13	7% 1/13	70% 9/13	23% 3/13	14% 2/13	55% 7/13	31% 4/13	7% 1/13	93% 12/13		7% 1/13	55% 7/13	38% 5/13
<b>PP/FSM</b>	33% 2/6	67% 4/6		33% 2/6	67% 4/6		17% 1/6	83% 5/6		33% 2/6	67% 4/6		33% 2/6	67% 4/6	
<b>SEN</b>	100% 4/4			100% 4/4			50% 2/4	50% 2/4		50% 2/4	50% 2/4		50% 2/4	50% 2/4	

Summer 2022 Data

Year 3	READING			WRITING			MATHS			SCIENCE			RE		
	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP		BEL EXP	AT EXP	EXC EXP
<b>OVERALL</b>	10% 3/30	87% 26/30 90% At or above NE	3% 1/30	10% 3/30	90% 27/30 90% At or above NE		10% 3/30	74% 27/30 90% At or above NE	16% 5/30	10% 3/30	90% 27/30 90% At or above NE		10% 3/30	74% 27/30 90% At or above NE	16% 5/30
<b>BOYS</b>	10% 2/20	90% 18/20		10% 2/20	90% 18/20		10% 2/20	90% 18/20		10% 2/20	90% 18/20		10% 2/20	80% 16/20	10% 2/20
<b>GIRLS</b>	10% 1/10	90% 9/10		10% 1/10	90% 9/10		10% 1/10	90% 9/10		10% 1/10	90% 9/10		10% 1/10	60% 6/10	60% 3/10
<b>PP</b>	20% 2/10	80% 8/10		20% 2/10	80% 8/10		20% 2/10	70% 7/10	10% 1/10	20% 2/10	80% 8/10		20% 2/10	80% 8/10	
<b>SEN</b>	75% 3/4	25% 1/4		75% 3/4	25% 1/4		75% 3/4	25% 1/4		75% 3/4	25% 1/4		75% 3/4	25% 1/4	

# Summer 2022 Data



Year 4	READING			WRITING			MATHS			SCIENCE			RE		
	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP		BEL EXP	AT EXP	EXC EXP
<b>OVERALL</b>	20% 6/30	57% 17/30 80% At or above NE	23% 7/30	7% 2/30	83% 25/30 93% At or above NE	10% 3/30	20% 6/30	53% 16/30 80% At or above NE	27% 8/30	10% 3/31	90% 27/30 90% At or above NE		10% 3/30	80% 24/30 93% At or above NE	10% 3/30
<b>BOYS</b>	14% 2/14	57% 8/14	29% 4/14		86% 12/14	14% 2/14	8% 1/14	50% 7/14	42% 6/14	8% 1/14	92% 13/14		8% 1/14	92% 13/14	
<b>GIRLS</b>	25% 4/16	56% 9/16	19% 3/16	12% 2/16	88% 13/16	6% 1/16	31% 5/16	57% 9/16	12% 2/16	12% 2/16	88% 14/16		12% 2/16	70% 11/16	19% 3/16
<b>PP/FSM</b>	28% 2/7	72% 5/7		14% 1/7	86% 6/7		28% 2/7	72% 5/7		28% 2/7	72% 5/7		28% 2/7	72% 5/7	
<b>SEN</b>	50% 1/2	50% 1/2		50% 1/2	50% 1/2		50% 1/2	50% 1/2		50% 1/2	50% 1/2		50% 1/2	50% 1/2	

# Summer 2022 Data

Year 5	READING			WRITING			MATHS			SCIENCE			RE		
	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP		BEL EXP	AT EXP	EXC EXP
<b>OVERALL</b>	10% 3/30	67% 20/30 90% At or above NE	23% 7/30	7% 2/30	77% 23/30 93% At or above NE	16% 5/30	10% 3/30	54% 16/30 90% At or above NE	36% 11/30	7% 2/30	93% 28/30 86% At or above NE		10% 3/30	67% 20/30 90% At or above NE	23% 7/30
<b>BOYS</b>	13% 2/15	60% 9/15	27% 4/15	7% 1/15	80% 12/15	13% 2/15	13% 2/15	41% 6/14	46% 7/15	7% 1/15	93% 14/15		13% 2/15	60% 9/15	27% 4/15
<b>GIRLS</b>	7% 1/15	73% 11/15	20% 3/15	7% 1/15	73% 11/15	20% 3/15	7% 1/15	67% 10/15	26% 4/15	7% 1/15	93% 14/15		7% 1/15	73% 11/15	20% 3/15
<b>PP/FSM</b>	40% 2/5	40% 2/5	20% 1/5	40% 2/5	60% 3/5		40% 2/5	40% 2/5	20% 1/5	40% 2/5	60% 3/5		40% 2/5	40% 2/5	20% 1/5
<b>SEN</b>	100% 2/2			100% 2/2			100% 2/2			100% 2/2			100% 2/2		

Summer 2022 Data

Year 6	READING			WRITING			MATHS			SCIENCE			RE		
	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP	EXC EXP	BEL EXP	AT EXP		BEL EXP	AT EXP	EXC EXP
<b>OVERALL</b>	10% 3/30	50% 15/30 90% At or above NE	40% 12/30	7% 2/30	77% 23/30 93% At or above NE	16% 5/30	3% 1/30	47% 14/30 97% At or above NE	50% 15/30	7% 2/30	93% 28/30 93% At or above NE		10% 3/30	50% 15/30 90% At or above NE	40% 12/30
<b>BOYS</b>	15% 3/20	50% 10/20	35% 7/20	10% 2/20	80% 16/20	10% 2/20	5% 1/20	55% 11/20	40% 8/20	10% 2/20	90% 18/20		15% 3/20	50% 10/20	35% 7/20
<b>GIRLS</b>		50% 5/10	50% 5/10		70% 7/10	30% 3/10		30% 3/10	70% 7/10		100% 10/10			50% 5/10	50% 5/10
<b>PP/FSM</b>		80% 4/5	20% 1/5		80% 4/5	20% 1/5		60% 3/5	40% 2/5		100% 5/5			80% 4/5	20% 1/5
<b>SEN</b>		100% 2/2			100% 2/2			100% 2/2			100% 2/2			100% 2/2	

Summer 2022 Data

### Early Years Foundation Stage Profile

	Good Level of Development		
	2018	2019	2022
Bexley	77.3%	76.8%	69.3%
National	71.5%	71.8%	65.2%*
SJF	80%	83.3%	80%*

We are both above National and Bexley for GLD in EYFS

### Phonics (Year 1)

Year 1 Cohort	2018	2019	2020	2021	2022
BEXLEY Working At	86.7%	84.3%	-	-	79.7%
BEXLEY Working Towards	17.7%	17.3%	-	-	17.7%
National - Working At	82.0%	82.0%			75.6%*
SJF	93%	80%	83%	73%	87%

With the Year 1 Phonics we can see a slight dip the progress then another dip but we need to be mindful the cohorts for 2020 and 2021 were during COVID 19 lockdowns so not statutory. Our data for Summer 2022 shows we are above National and Bexley.

## Year 2 Re-Sits

Year 2 Cohort	2018	2019	2020	2021	2022
BEXLEY Working At	64.5%	51.2%	79.0%	82.3%	40.8%
BEXLEY Working Towards	28.8%	39.1%	15.5%	15.5%	48.2%
SJF	80%	100%	50% 3/6 ch	63% 5/8 ch	25% 1/4 ch

In 2020 we had 6 children take the resit and 3/6 passed

In 2021 we had 8 children take the resit and 5/8 passed

In 2022 we had 4 children take the re-sit and 1/4 passed

## Key Stage 1

EXS+	2018		2019		2022	
	Bexley	National	Bexley	National	Bexley	National*
Reading	80.6%	75.5%	78.8%	74.9%	71.4%	67.1%
SJF	86.7%		93.3%		80%	
Writing	75.9%	70.0%	74.0%	69.2%	64.7%	57.9%
SJF	86.7%		93.3%		80%	
Mathematics	81.4%	76.1%	79.5%	75.6%	72.5%	67.9%
SJF	86.7%		96.7%		80%	
Science	86.0%	82.8%	83.9%	82.3%	77.8%	77.2%
SJF	86.7%		96.7%		87%	

Greater Depth	2018		2019		2022	
	Bexley	National	Bexley	National	Bexley	National*
Reading	30.4%	25.7%	27.7%	25.0%	22.1%	18.0%
	23.3%		26.6%		33%	
Writing	21.6%	15.9%	18.3%	14.8%	12.0%	8.0%
	23.3%		26.6%		23%	
Mathematics	27.8%	21.8%	25.0%	21.7%	19.7%	15.1%
	26.7%		33.3%		29%	

We can see that our children have continued to achieve above both Bexley and National data since 2018 for meeting National Expectations.

For greater depth we are in line or slight above for 2022.

## Key Stage 2 Provisional Data

EXS+	2018		2019		2022	
	Bexley	National	Bexley	National	Bexley	National*
Reading	79%	75%	73%	75%	77.3%	74%
SJF	100%		96.7%		90%	
Writing	79%	77%	83.1%	78%	64.7%	
SJF	90%		96.7%		93%%	
Mathematics	79%	75%	80%	79%	77%	71%
SJF	100%		93.3%		97%	
Science	81%	78%	81%	82.5%		
SJF	100%		96.7%		93%	

RWM combined 2022 Bexley                      69.1%

RWM combined 2022 National                      59%

RWM combined 2022 SJF                      90%

Our KS2 Data remains above Bexley and National