

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 | St Michael and All Angels |
| Number of pupils in school | 433 (410.5 FTE) |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Anne Bowman Headteacher |
| Pupil premium lead | Angela Canavan Disadvantaged Lead |
| Governor / Trustee lead | Angie Emery Disadvantaged Link Governor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £186,870 |
| Recovery premium funding allocation this academic year | £13,485 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £200,355 |

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At St Michael and All Angels we ensure that teaching and learning opportunities meet the needs of all of our pupils. We teach an ambitious curriculum that is based on rich experiences that underpin our vision that every child will reach their maximum potential.

We ensure that we provide a clear sequence of learning so that the children can build on prior knowledge and skills and make accelerated progress in knowing and remembering more.

Engagement in reading strongly correlates with reading performance and is a mediator of socio-economic status. We will promote reading for all by accurately assessing children's attainment to identify next steps. We offer a high quality systematic synthetic phonics approach and promote reading for Pleasure.

We ensure that appropriate provision is in place for pupils who belong to vulnerable groups.

We ensure that all staff are involved in the analysis of data and are aware of strengths and weaknesses across the school.

We ensure that our practice is evidence based and use research from the Education Endowment Fund (EEF), among others, to make our practice effective and efficient.

Our Objectives for Disadvantaged Pupils

Our aim is to narrow the gap between disadvantaged pupils and non-disadvantaged pupils. This includes ensuring all pupils, including disadvantaged pupils have the cultural capital they need to succeed in life.

We want to ensure that all disadvantaged pupils in school exceed national expectations in terms of academic progress so that by the end of year 6 they have achieved age related expectations.

Our Approach

Our practice is evidence based and we adapt our approaches to match the needs of our learners.

We are committed to ensuring every child receives quality first teaching and we engage in regular, high quality CPD to maintain high standards. We focus on areas in which Disadvantaged pupils require more support.

We know our children well, and are adept at pre-empting situations where they need extra support. Breakfast club encourages children to come into school and be ready for learning. Afterschool enrichment clubs for target children have improved pupil progress and attainment. Other enrichment opportunities have had a positive effect on pupil Mental Health and Wellbeing.

We shall ensure that our plan is aligned with other key strategic plans -Sports Premium, CPD, SEND, Safeguarding and whole school action planning.

We shall establish regular and robust monitoring measures to ensure the plan remains flexible and responsive to changing need and achieves maximum impact.

All staff and governors will be aware of the plan and their roles and responsibilities in the delivery of the very best provision for eligible pupils.

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| | <p>A large proportion of disadvantaged pupils have SEND. Internal assessment data indicates that in Reading, Writing and Maths attainment among disadvantaged pupils is significantly below in EYFS and KS 1 and below in KS 2 that of non-disadvantaged pupils. However, these gaps lessen significantly when disadvantaged pupils with SEND are disaggregated.</p> |
| 1 | <p>Low starting points in EYFS for oracy and vocabulary. Understanding of language and vocabulary in reading from KS 1 to KS 2 indicates below average understanding of and attainment for those who are disadvantaged compared to their peers who are non-disadvantaged. This has been identified by WellComm screening and discussions with staff.</p> |
| 2 | <p>Access to speech and language programmes for all those that need them across EYFS, KS 1 and KS 2. This has been identified by screening processes and external expert advice.</p> |
| 3 | <p>Low levels of support from parents for home learning, especially early reading throughout the key stages. This has been identified by analysis of Reading progress via EYFS Baseline Assessment and Year 1 Phonic Assessment and pupil progress reviews.</p> |
| 4 | <p>Fluctuating levels of attendance and poor punctuality. Attendance data indicates that attendance is between -1.6 and +0.9% (average -0.22%) lower for disadvantaged pupils than for non-disadvantaged pupils. This has been identified by detailed attendance analysis</p> |
| 5 | <p>The percentage of pupils identified with additional needs, both academic and relating to SEMH has increased. This has been identified by SENDCO discussion including Pupil Progress Meetings, SEN/PP Surgeries, SEMH class tracking and analysis of objective data such as specialist SEN Teacher Baseline Assessment.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| <p>1. Progress in Reading – to diminish gaps in progress and attainment. This will be measured by standardised assessments termly.</p> | <p>Achieve in line with or above national average progress scores in KS2 Reading.</p> <p>2022-23 Evaluation Overall Year 6 pupils achieved 72% at expected+ level in Reading. NA was 73% so pupils were broadly in line with National. There was a gap of- 5% between disadvantaged pupils (67%) and non-disadvantaged pupils.</p> <p>Next Steps: Provide reading intervention for disadvantaged pupils to close the gap. Use of standardised testing eg. Salford and NFER testing to identify gaps in learning.</p> |
| <p>2. Progress in Writing - to diminish the progress gap. This will be measured by moderated Teacher assessment.</p> | <p>Achieve in line with or above national average progress scores in KS2 Writing.</p> <p>2022-23 Evaluation Overall Year 6 pupils achieved 77% at expected+ level in Writing. NA was 71% so pupils were exceeding National. There was a gap of- 10% between disadvantaged pupils (67%) and non-disadvantaged pupils.</p> <p>Next Steps: Provide writing intervention for identified disadvantaged pupils. Engage in local moderation of writing exercises to ensure consistency. Use RWI Spelling programme 3 x weekly. Greater Depth CPD across all year groups.</p> |
| <p>3. Progress in Mathematics - to close the attainment gap.</p> | <p>Achieve in line with or above national average progress scores in KS2 Mathematics</p> <p>2022-23 Evaluation</p> |

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|---|---|
| <p>This will be measured by termly standardised assessments.</p> | <p>Overall Year 6 pupils achieved 53% at expected+ level in Maths. NA was 67% so pupils were below National Average. There was a gap of- 13% between disadvantaged (39%) pupils and non-disadvantaged pupils.</p> <p>Next Steps: Continue with standardised testing – consider moving to White Rose purchased standardised assessment to complement teaching sequence.</p> <p>Establish use of IDL Maths in Year 1-6.</p> <p>Establish use of Mastering Number for KS2 (Years 4 and 5) to develop use of multiplicative skills.</p> <p>LBQ online maths revision system.</p> |
| <p>4. Progress in Phonics to ensure rapid and sustained progress. To be measured by the Phonic Screening Check.</p> | <p>Achieve in line with or above national average expected standard in PSC.</p> <p>2022-23 Evaluation PSC was successful with 85% of Year 1 pupils passing with 32+ marks. NA was 79% so children exceeded NA.</p> <p>In Year 2, 91% of pupils has passed the PSC before transition to Year 3.</p> <p>Next Steps: Continue weekly short CPD practice sessions for all staff to ensure standard of teaching is consistently high. Use half termly assessments to plan Fast Track Tutoring for individuals and very small groups.</p> |
| <p>5. Improve attendance to be in line with non-disadvantaged pupils. This will be measured by weekly attendance analysis supported by SIL.</p> | <p>Ensure attendance of disadvantaged pupils is above 95% but strive for the school target of 96%</p> <p>Engagement with the DFE Attendance Hub for 12mths from April 2024.</p> <p>Local neighbouring schools weekly attendance monitoring.</p> |

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| <p>6. Progress in speech and language to ensure appropriate levels of progress. This will be measured by WellComm standardised screening and SALT assessments.</p> | <p>Achieve in line with age related expectations for speech and language.</p> |
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Activity in this academic year

Teaching

Budgeted cost: £ 61,946

| Activity | EEF evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of NFER assessments. (£1,748)</p> <p>Question Level analysis carried out to identify gaps in learning</p> | <p>EEF research shows that standardised diagnostic assessment impacts pupil progress positively when used formatively to identify gaps in learning.</p> <p>The curriculum is amended to support rapid progress for disadvantaged learners.</p> | <p>1, 3, 5, 6</p> |
| <p>Invest in RWI Phonics and Fresh Start (Yr 5/6) schools' subscription for staff CPD and ongoing support and a full day's CPD with a consultant trainer (£1,600)</p> | <p>Investment in CPD to ensure high quality first teaching for pupils and guarantee all staff are experts in early reading. Two full day CPD days booked – September 2021 and March 2022.</p> <p>+4 months Phonics Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 3, 5, 6</p> |

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| | <p>+6 months Taught Reading Comprehension Strategies</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Purchase whole set of RWI Book Bag Books - decodable books for home reading that are exactly matched to pupil reading levels that will improve automaticity (£2,665.50)</p> | <p>Investment in extra resources to provide fully decodable texts at the correct level for each pupil that is learning to read using phonics. Research from the EEF and guidance from the Reading Framework (July 2021) support this method.</p> <p>+4 months Phonics</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 5 |
| <p>Whole school focus on vocabulary – whole school reading spine established providing high quality, diverse texts to be enjoyed as class readers and promote the acquisition of vocabulary (£414)</p> | <p>Our investment in story books is to build a love of reading for our pupils. (PIRLS study, 2016)</p> <p>+5 months Oral Language Interventions</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 5 |
| <p>Employed a Teacher to support with catch up in Years 5 and 6 (£53,350) . Employed two teachers to work in year 1 and 2 (£79,288)</p> | <p>A teacher funded through PPG works with small intervention groups or with children on a 1:1 basis. English and Maths targets identified and addressed. Teachers are based in these year groups to close gaps before the end of Key Stages</p> <p>Use of DfE/NCETM Maths guidance to provide evidence based strategies to promote progress</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>+4 months Small Group Tuition</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 2,3, 5 |

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| | <p>+5 months One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>NCETM Mastering Number Programme supported by North West Maths Hub Rec/Yr1/Yr2 (£0)</p> | <p>One teacher from each year group receives training once each term then programme is taught every day for 10mins to all children– NCETM provide resources for precise and targeted approach to developing clear number sense and promote progress in these foundations of number.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 3, 4, 5 |

Targeted academic support

. Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>SENS outreach SLA. A specialist Teacher works in school 3x days per week assessed groups of pupils on reading, spelling and maths skills (£44,318)</p> | <p>Small group tuition on a weekly basis after diagnostic assessment is used to identify gaps in learning.</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 5 |
| <p>Purchase resources to run RWI 'Fast Track Tutoring' programme with</p> | <p>Running from Reception to Year 4. Children are assessed and grouped for tutoring.</p> | 1, 2, 3, 5 |

| | | |
|--|--|---------|
| <p>small groups or 1:1. Half day CPD for Reading Leader to support implementation (£1,050)</p> <p>Additional hours EYFS staff to implement “Fast Track Tutoring” programme in Reception (£.....)</p> | <p>+5 months One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Times Tables Rock Stars used across year groups to secure times table knowledge and fluency (£200)</p> <p>NumBots purchased to support small groups with fundamental number work (£70)</p> | <p>TTRS gives a high yield from pupil engagement. (The Shine Trust)</p> <p>NumBots is worked on in small groups with adult support.</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months Individualised Instruction Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| <p>IDL spelling purchased and used to support across KS1 and KS2 (£400)</p> | <p>Children work on a personalised spelling programme online with the support of a teacher/TA. Also extends to home learning.</p> <p>+4 months Individualised Instruction Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 5 |
| <p>SALT outreach in school to deliver the Chatty Therapy programme to EYFS pupils (£3,515) and use of Well Comm screening to identify pupils with S and L needs, then set targets accordingly (£3,705)</p> | <p>Weak language and communication skills. Children are unlikely to have the expected breadth of vocabulary for the ages on entry to EYFS.</p> <p>Nursery Teacher to screen all Nursery pupils using Well Comm materials – use as formative.</p> <p>+5 months Oral Language Interventions</p> | 1, 2 |

| | | |
|---|--|------|
| Wellcomm Screening for Nursery and Reception Speech and Language targeted support. Carried out by class teachers – cost to cover (£825) | Oral language interventions EEF (educationendowmentfoundation.org.uk) | |
| Purchase of a range of texts for EYFS that support emotional self-regulation (£2,137) | To support behaviour strategies and emotional wellbeing in EYFS we invested in high quality, age appropriate texts. +4 months Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 1, 3 |

Wider strategies

Budgeted cost: £ 9,606

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Forest school established with year groups timetabled. Resources purchased, staff CPD for Lead. (£500) | Continuing our work from the Wellbeing award, children are given the opportunity to learn outdoors and experience different types of learning. Builds on strategies established to support SEMH and wellbeing +4 months Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1, 5 |
| JIGSAW PSHE scheme (£200) | PSHE programme purchased to help us to support Pupil SEMHW following periods of lockdown. +4 months Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 5 |
| Attendance SLA with | Working with families to improve attendance is critical. Attendance data shows Disadvantaged Pupils absence | 4 |

| | | |
|---|--|----------|
| <p>Liverpool. An attendance officer liaises with families to support improved attendance, also takes on casework where necessary (£5,304)</p> | <p>is generally greater than that of Non-Disadvantaged Pupils. The same applies to punctuality.</p> <p>+3 months Parental Engagement Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Behaviour outreach (£5,275)</p> | <p>As part of a cluster of schools we receive CPD to support pupil behaviour needs.</p> <p>+4 months Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | <p>5</p> |

Total budgeted cost: £

| | |
|--|-----------------|
| <p>NFER</p> | <p>£1,748</p> |
| <p>PHONICS & FRESH START</p> | <p>£1600</p> |
| <p>ADD SET OF RWI</p> | <p>£2665.50</p> |
| <p>VOCAB</p> | <p>£414</p> |
| <p>Additional Staff</p> | <p>£132,638</p> |
| <p>OS</p> | <p>£44318</p> |
| <p>FAST TRACK</p> | <p>£11096</p> |
| <p>IDL & TIMES TABLES NUM BOTS</p> | <p>£670</p> |
| <p>CHATTY THERAPY</p> | <p>£3705</p> |

| | |
|-------------------|---------------------------------|
| WellComm | £2962 |
| FOREST SCHOOL | £500 |
| JIGSAW | £200 |
| ATTENDANCE | £5304 |
| OUTREACH | £5275 |
| LBQ online system | Free trial – then £600 purchase |

TOTAL: £213,695

With additional funds from ISB - £13,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

| Assessment Data Summer 2023 | <table border="1"> <thead> <tr> <th>EYFS</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>31%</td> <td>62%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>73%</td> <td>42%</td> </tr> <tr> <td>Reading</td> <td>31%</td> <td>73%</td> <td>42%</td> </tr> <tr> <td>Number</td> <td>31%</td> <td>76%</td> <td>44%</td> </tr> <tr> <td>Shape, Space, Measures</td> <td>31 %</td> <td>76%</td> <td>44%</td> </tr> <tr> <td>PSE</td> <td>50%</td> <td>73%</td> <td>23%</td> </tr> </tbody> </table> | EYFS | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | GLD | 31% | 62% | 31% | Writing | 31% | 73% | 42% | Reading | 31% | 73% | 42% | Number | 31% | 76% | 44% | Shape, Space, Measures | 31 % | 76% | 44% | PSE | 50% | 73% | 23% | | | | |
|--|--|----------------------|--------------------------|--------------------------|------------|------------------|-----|-----|-----|----------------|-----|-----|-----|------------------|-----|-----|------|----------------|-----|-----|-----|------------------------|------|-----|------|--------------|-----|-----|-----|-----|-----|-----|------|
| | EYFS | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | GLD | 31% | 62% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Writing | 31% | 73% | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading | 31% | 73% | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number | 31% | 76% | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Shape, Space, Measures | 31 % | 76% | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PSE | 50% | 73% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Year 2</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>Reading Expected</td> <td>65%</td> <td>70%</td> <td>-5%</td> </tr> <tr> <td>Reading Higher</td> <td>24%</td> <td>26%</td> <td>-1%</td> </tr> <tr> <td>Writing Expected</td> <td>53%</td> <td>58%</td> <td>-5%</td> </tr> <tr> <td>Writing Higher</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Maths Expected</td> <td>76%</td> <td>74%</td> <td>+2%</td> </tr> <tr> <td>Maths Higher</td> <td>24%</td> <td>25%</td> <td>-1%</td> </tr> <tr> <td>RWM</td> <td>53%</td> <td>56%</td> <td>-3%</td> </tr> </tbody> </table> | Year 2 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | Reading Expected | 65% | 70% | -5% | Reading Higher | 24% | 26% | -1% | Writing Expected | 53% | 58% | -5% | Writing Higher | 0% | 0% | 0% | Maths Expected | 76% | 74% | +2% | Maths Higher | 24% | 25% | -1% | RWM | 53% | 56% | -3% |
| | Year 2 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading Expected | 65% | 70% | -5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading Higher | 24% | 26% | -1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Writing Expected | 53% | 58% | -5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Writing Higher | 0% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Maths Expected | 76% | 74% | +2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Maths Higher | 24% | 25% | -1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | RWM | 53% | 56% | -3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Year 6</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>Reading Expected</td> <td>67%</td> <td>72%</td> <td>-5%</td> </tr> <tr> <td>Reading Higher</td> <td>17%</td> <td>23%</td> <td>-6%</td> </tr> <tr> <td>Writing Expected</td> <td>67%</td> <td>77%</td> <td>-10%</td> </tr> <tr> <td>Writing Higher</td> <td>11%</td> <td>18%</td> <td>-7%</td> </tr> <tr> <td>Maths Expected</td> <td>39%</td> <td>50%</td> <td>-11%</td> </tr> <tr> <td>Maths Higher</td> <td>0%</td> <td>3%</td> <td>-3%</td> </tr> <tr> <td>RWM</td> <td>39%</td> <td>50%</td> <td>-11%</td> </tr> </tbody> </table> | Year 6 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | Reading Expected | 67% | 72% | -5% | Reading Higher | 17% | 23% | -6% | Writing Expected | 67% | 77% | -10% | Writing Higher | 11% | 18% | -7% | Maths Expected | 39% | 50% | -11% | Maths Higher | 0% | 3% | -3% | RWM | 39% | 50% | -11% |
| | Year 6 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading Expected | 67% | 72% | -5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading Higher | 17% | 23% | -6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Expected | 67% | 77% | -10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Higher | 11% | 18% | -7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Expected | 39% | 50% | -11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Higher | 0% | 3% | -3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RWM | 39% | 50% | -11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Externally provided programmes

| Programme | Provider |
|------------------|---------------------|
| TT Rock Stars | Maths Circle LTD |
| IDL Spelling | IDLS Groups |
| RWI/Fresh Start | Ruth Miskin via OUP |

