



# Damson Wood Nursery and Infant School

## Pupil Premium Strategy Statement 2025 - 2028

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Damson Wood Nursery and Infant School
Number of pupils in school (Reception-Year 2)	84
Proportion (%) of pupil premium eligible pupils	26.19% (NA 25.7)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Graeme Burgess
Pupil premium lead	Emily Hull
Governor / Trustee lead	Sarah Miller

### Funding overview

Detail	Amount
Pupil premium funding allocation 2025-2026 academic year Per pupil: £1515 x 22 pupils	£33,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£33,330

# Part A: Pupil premium strategy plan

## Statement of intent

At Damson Wood Nursery and Infant School, our decisions regarding the use of Pupil Premium funding are shaped by a clear understanding of our school community and the specific challenges faced by our disadvantaged children. We draw on evidence from the Education Endowment Foundation and guidance from the Department for Education to ensure our approach is grounded in robust research. Following this evidence, we use a tiered model of support built on three key principles:

1. High-quality, inclusive teaching for all,
2. Targeted academic support, delivered by our skilled teaching assistants and specialist staff such as SALT professionals, and
3. Wider strategies used where appropriate to address barriers linked to attendance, behaviour, and wellbeing.

We recognise that disadvantaged pupils may face a range of barriers to learning, including limited access to support at home, weaker early language and communication skills, reduced confidence, and higher occurrences of behavioural, attendance, or punctuality concerns. Some families may also experience complex circumstances that impact a child's readiness to learn. At Damson Wood, we acknowledge that these challenges vary widely, and therefore our provision must be flexible and personalised. Knowing our children and families well allows us to tailor strategies that make a meaningful difference.

We are committed to maintaining high expectations for every child. We recognise that many pupils eligible for Pupil Premium funding may already be making strong progress and achieving well. As part of our reflective practice, we regularly discuss with staff the importance of avoiding assumptions or stereotypes, including those linked to labelling theory. We continue to explore how unconscious biases can influence classroom practice and take steps to ensure our approach remains fair, aspirational, and evidence-informed.

All teaching staff play an active role in delivering our Pupil Premium strategy. They use assessment information to identify strengths and areas for development for each child in their class, ensuring provision is tightly matched to need. The Senior Leadership Team monitors patterns across the school, supporting staff to refine practice and ensuring that our Pupil Premium funding has the greatest possible impact on outcomes for our children.

We aim to:

- Offer increased reading opportunities via reading books matched to phonics and investing in high quality books for reading for pleasure. **Challenge 1**
- Targeted interventions in specific skill gaps; knowing and responding to our data and what gaps to close. **Challenge 1-4**
- High quality teaching with high expectations for all children. **Challenge 1-4**
- Ensure children are progressing and identifying any individual areas of need e.g. poor fine motor skills, lack of 1:1 reading opportunities, gaps in basic number skills. **Challenge 1-4**
- Overcome barriers in language and communication skills via Welcomm. **Challenge 3**
- Support children's Social, Emotional and Mental Health Needs, both within school and through outside agencies. **Challenge 5**
- Support families with attendance and barriers to attending school. **Challenge 6**
- Actively encourage the participation of pupils in receipt of PPG in all of our extra curricula activities so that they are represented, at least, in proportion to their numbers in the school. **Challenge 7**

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading and Phonics</b></p> <p>Phonics outcomes for pupils eligible for the Pupil Premium are currently below national averages. Our aim is to strengthen pupils' phonics knowledge and ensure they can confidently apply these skills to develop reading fluency, comprehension, and secure vocabulary growth. We are committed to a '<i>keep up, not catch up</i>' approach, ensuring that disadvantaged pupils are consistently exposed to new phonics learning alongside their peers. Where children fall behind, they will access timely, evidence-based interventions designed to close gaps and support rapid progress.</p>
2	<p><b>School Readiness and Early Learning Gaps</b></p> <p>We have identified gaps in some pupils' early learning and overall school readiness, including children entering Year 1 still working within Phase 1 phonics. Our aim is to close these gaps through carefully targeted, evidence-informed interventions. These will be closely monitored to ensure they have a measurable impact and support pupils in becoming fully 'school ready'.</p>
3	<p><b>Language and Vocabulary Development</b></p> <p>We recognise that some pupils eligible for the Pupil Premium have lower language skills than their peers and are below national expectations. Our aim is to address these gaps by strengthening pupils' vocabulary and overall language development through a structured, evidence-based programme of intervention.</p>
4	<p><b>Early Years Communication, Language and Phonics Development</b></p> <p>We know that some children entering Nursery and Reception have underdeveloped communication and language skills, limited vocabulary, and emerging early phonics knowledge. Our aim is to strengthen these foundational skills through high-quality Early Years provision and targeted support, ensuring pupils are well-prepared for the next stage of their learning.</p>
5	<p><b>Social, Emotional, and Mental Health (SEMH) and Self-Regulation</b></p> <p>We recognise that some pupils require support with self-regulation, managing anxieties, and developing positive wellbeing. Our aim is to continue strengthening our provision for Social, Emotional, and Mental Health needs by offering targeted wellbeing opportunities and accessing additional support from external agencies where appropriate.</p>
6	<p><b>Attendance and Punctuality</b></p> <p>We know that the attendance of some pupils eligible for the Pupil Premium is lower than that of their peers and below national expectations. Our aim is to support and engage families whose children have persistently low attendance or poor punctuality, and to implement school-wide initiatives that encourage and sustain improved attendance.</p>
7	<p><b>Access to Enrichment and Extra-Curricular Opportunities</b></p> <p>We are aware that pupils eligible for the Pupil Premium have not always accessed extra-curricular and enrichment opportunities as readily or as frequently as their peers. We aim to remove barriers to participation so that all pupils can benefit from a broad range of experiences beyond the classroom.</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.

Challenge	Intended outcome	Success criteria	Planned Actions / Interventions
<b>Phonics outcomes below national</b>	Improved phonics attainment for PPG pupils	75% of PPG pupils achieve expected standard in Year 1 PSC; 90% achieve expected standard in Year 2 PSC retakes.	Daily high-quality phonics lessons; small group evidence-based interventions; 1:1 TA or SALT support; regular assessments and tracking
<b>Learning gaps / school readiness</b>	EYFS outcomes in line with national GLD	EYFS GLD for PPG pupils above 60%; gaps between PPG and peers reduced.	Targeted Early Years interventions; language-rich environment; small group support for children entering Reception behind; ongoing assessment and monitoring.
<b>Language and vocabulary development</b>	Improved communication, language, and vocabulary skills	PPG pupils show measurable progress in language and vocabulary acquisition across EYFS and KS1.	Evidence-based language programmes; SALT support; storytelling and vocabulary-focused sessions; termly language assessments.
<b>Early Years communication, language &amp; phonics</b>	Strong communication, language, and phonics foundations to support school readiness	Pupils entering Year 1 demonstrate age-appropriate phonics and language skills.	High-quality Early Years teaching; targeted small-group interventions; focused phonics sessions; close monitoring of progress.
<b>Social, Emotional, and Mental Health / Self-Regulation</b>	Pupils develop self-regulation, wellbeing, and resilience	Pupils demonstrate improved behaviour, engagement, and confidence; reduced referrals for SEMH support.	Wellbeing programmes; Zones of Regulation; pastoral support; external agency input; small group social skills interventions.
<b>Attendance and punctuality</b>	Maintain good attendance and reduce persistent absence	Attendance for PPG pupils in line with or above national averages; reduction in persistent absenteeism.	Regular monitoring; parental engagement; attendance reward schemes; targeted support for families where needed.
<b>Access to enrichment &amp; extra-curricular opportunities</b>	PPG pupils access wider curriculum and enrichment to boost cultural capital	All PPG pupils participate in clubs, School Council, Eco Committee, Anti-Bullying Ambassadors, and other enrichment opportunities.	Ensure PPG pupils are invited and supported to attend clubs; provide financial or practical support; track participation and engagement.
<b>All challenges</b>	Pupils make progress in line with national averages in KS1 Reading, Writing, Maths, Science	Progress data shows PPG pupils closing the gap with peers; attainment meets or exceeds national expectations.	High-quality teaching in all classrooms; targeted interventions; regular tracking of progress; responsive planning to meet pupil needs.

## Activity in this academic year 2025-2026

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

### Teaching - Budgeted cost: £13,332

Activity	Evidence that supports this approach	Challenge addressed
Ongoing CPD for Staff – Phonics and Reading	<p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>• Further embed the Systematic Synthetic Phonics Programme – Little Wandle across all classrooms, ensuring consistency and fidelity of delivery.</li> <li>• Ensure all relevant staff, including new staff and Early Career Teachers (ECTs), receive training to deliver effective phonics lessons in line with the Little Wandle programme.</li> <li>• Continue to deliver reading sessions three times per week in every classroom to develop reading fluency, comprehension, and engagement.</li> <li>• Continue to develop the Reading Leader role, with allocated time each week to carry out key responsibilities including: observations, coaching, assessment, analysis, and CPD for staff.</li> <li>• Deliver staff training by speech and language therapists from Talk Therapy to support pupils with language and communication needs.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>• Systematic synthetic phonics programmes are strongly evidenced to improve early reading outcomes, particularly for disadvantaged pupils (Rose Review, 2006; EEF Phonics Guidance, 2022). Little Wandle is a validated, structured phonics programme shown to accelerate decoding and word recognition skills.</li> <li>• Regular CPD and coaching for staff increases teacher confidence and fidelity of phonics delivery, ensuring pupils make accelerated progress (EEF, 2020).</li> <li>• A dedicated Reading Leader can enhance teaching quality through coaching, monitoring, and moderation, which is linked to higher attainment in reading (EEF, 2020).</li> <li>• Regular reading sessions improve reading fluency and comprehension, both of which are key predictors of later academic success (EEF, 2021).</li> <li>• Support for ECTs and new staff ensures high expectations and consistency in phonics and reading instruction from the outset (Early Career Framework, DfE, 2021).</li> <li>• Speech and language support is highly effective for pupils with communication needs; targeted interventions improve vocabulary, comprehension, and oral language skills (EEF, 2018).</li> </ul>	1-4
Wider Communication and Language Approaches – Welcomm	<p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>• Implement Welcomm language assessments across EYFS and targeted KS1 pupils to identify children with language delays or communication needs.</li> <li>• Deliver targeted interventions using the Welcomm programme to strengthen vocabulary, comprehension, and listening skills.</li> <li>• Train staff to use Welcomm effectively, including TAs and new staff, to ensure accurate assessment and consistent delivery of interventions.</li> </ul>	

<p>Supporting Teacher Knowledge on School Readiness</p>	<ul style="list-style-type: none"> <li>• Monitor progress through regular assessments and feedback to ensure interventions are accelerating language development.</li> <li>• Collaborate with external specialists, including Speech and Language Therapists, to support pupils with complex needs.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>• Oral language interventions have a high impact on literacy and learning outcomes, particularly for disadvantaged pupils (EEF, 2018).</li> <li>• Welcomm is an evidence-based programme shown to improve vocabulary, sentence structure, and listening comprehension, which supports later reading and writing success (Welcomm Toolkit, 2020).</li> <li>• Early language development is a strong predictor of later academic achievement, including reading comprehension and writing (Hart &amp; Risley, 1995; EEF, 2020).</li> <li>• Training staff ensures fidelity in intervention delivery, which is critical for accelerating progress and narrowing attainment gaps.</li> </ul> <p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>• Provide CPD for teachers and TAs on key school readiness skills, including early phonics, numeracy, self-regulation, and communication.</li> <li>• Identify children entering Reception with learning or developmental gaps and plan targeted interventions to support these areas.</li> <li>• Develop a school readiness programme that ensures pupils have the knowledge, skills, and confidence to access learning from the start of Year 1.</li> <li>• Work with families to support learning at home, including early literacy and communication activities.</li> <li>• Regularly assess and monitor progress to ensure interventions are closing gaps and preparing children for future learning.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>• Strong school readiness is linked to better academic outcomes throughout primary school (Sylva et al., 2010; EEF, 2020).</li> <li>• Targeted support for gaps in early learning accelerates progress, reduces the need for later 'catch-up', and supports attainment in phonics, reading, and maths (EEF, 2020).</li> <li>• Teacher knowledge and understanding of developmental expectations ensures high-quality provision for all children, particularly those at risk of underachievement (Cambridge Primary Review, 2013).</li> <li>• Engaging families in early learning improves outcomes, particularly for disadvantaged pupils (EEF, 2019).</li> </ul>	
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## Targeted academic support - Budgeted cost: £11,666

Activity	Evidence that supports this approach	Challenge addressed
Support for Phonics and Reading	<p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>• Purchase new decodable books linked to phonics phases.</li> <li>• Targeted interventions with adult support (e.g., 'keep up' programme).</li> <li>• Shared reading 3x per week to model prosody, extend vocabulary, and improve fluency and comprehension.</li> </ul> <p>Pre-reading / learning opportunities.</p> <ul style="list-style-type: none"> <li>• 1:1 reading to practise comprehension and phonics skills, including additional reading with volunteers.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>• Systematic Synthetic Phonics accelerates decoding and word recognition, particularly for disadvantaged pupils (EEF, <i>Phonics Guidance</i>, 2022).</li> <li>• Shared and guided reading improves reading comprehension, fluency, and vocabulary development, supporting engagement with texts (EEF, <i>Reading Comprehension Strategies</i>, 2021).</li> <li>• Targeted 1:1 or small group reading interventions ensure pupils falling behind receive focused support, accelerating literacy progress (EEF, <i>Small Group Tuition</i>, 2021).</li> <li>• Pre-reading and learning opportunities help pupils consolidate prior knowledge and prepare for new concepts, supporting early literacy acquisition (EEF, 2021).</li> </ul>	1-4
Vocabulary and Language Enhancements	<p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>• Embed Welcomm assessments in Nursery and Reception.</li> <li>• Ensure high-quality texts are available and integrated into curriculum planning.</li> <li>• Early identification of children needing language support.</li> <li>• Targeted Talk Therapy sessions for specific speech and language needs.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>• Oral language interventions have a high impact on literacy and learning outcomes, particularly for disadvantaged pupils (EEF, <i>Oral Language Interventions</i>, 2018).</li> <li>• Welcomm is an evidence-based programme that improves vocabulary, sentence structure, and early literacy skills, supporting later reading and writing success (Welcomm Toolkit, 2020).</li> <li>• Targeted speech and language therapy (SALT) support improves literacy, comprehension, and language outcomes for children with communication needs (NHS / DfE Guidance, 2017).</li> </ul>	3-4
Reading, Writing and Maths	<p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>• Small group interventions for disadvantaged pupils falling behind age-related expectations.</li> <li>• Pre-teaching, same-day interventions, and focused skills practice.</li> <li>• Adapted White Rose Maths scheme to revisit concepts regularly.</li> <li>• Mastering Number programme using Rekenrek 4x per week (Reception–Year 2).</li> <li>• Retrieval opportunities built into lessons.</li> </ul>	1-4



<p>Access to Enrichment &amp; Cultural Capital</p>	<p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>Multi-component strategies, including family engagement, monitoring, and targeted support, improve attendance for pupils, particularly those who are disadvantaged (DfE, <i>Improving School Attendance</i>, 2022).</li> <li>Proactive behaviour and engagement strategies reduce absenteeism and support pupils' learning and participation in school (EEF, <i>Behaviour Interventions</i>, 2019).</li> </ul> <p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>Ensure PPG pupils have access to extra-curricular clubs (morning and after school).</li> <li>Provide opportunities for leadership roles: School Council, Eco Committee, Anti-Bullying Ambassadors.</li> <li>Support disadvantaged pupils to participate in trips, visitors, and enrichment opportunities where cost is a barrier.</li> <li>Track and monitor participation to ensure inclusivity.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>Engagement in arts and cultural activities improves attainment, motivation, and pupils' confidence (EEF, <i>Arts Participation</i>, 2020).</li> <li>Access to enrichment and cultural capital supports holistic development and helps narrow attainment gaps for disadvantaged pupils (Ofsted, <i>Pupil Premium Guidance</i>, 2022).</li> </ul>	
<p>Family &amp; Community Engagement</p>	<p><b>Planned Actions / Implementation:</b></p> <ul style="list-style-type: none"> <li>Parental workshops and information evenings to support learning at home.</li> <li>Provide guidance and resources to support early literacy, numeracy, and social skills at home.</li> <li>Support families with home learning resources and access to technology where needed.</li> <li>Maintain regular communication to share targets, achievements, and progress.</li> </ul> <p><b>Evidence Base / Rationale:</b></p> <ul style="list-style-type: none"> <li>Parental involvement in learning improves pupil outcomes, with an average impact of +3 months, and has an even greater effect for disadvantaged pupils (EEF, <i>Parental Engagement</i>, 2019).</li> <li>Engagement with families, including workshops, communication, and guidance, supports attendance, learning, and wider outcomes for pupils (DfE, <i>Working Together to Improve School Attendance</i>, 2022).</li> </ul>	

Summary of rationale:

- Teaching (40%): Focuses on high-quality classroom provision and staff development, the foundation for all pupil progress.
- Targeted Academic Support (35%): Direct interventions for pupils who are falling behind, ensuring gaps in learning are closed efficiently.
- Wider Strategies (25%): Supports attendance, wellbeing, cultural capital, and inclusion, which remove barriers to learning and promote engagement.

**Total budgeted cost: £33,330**

## Part B: Review of outcomes in the previous academic year 2024-25

Externally Provided Programme	Provider
WellComm	GL Assessment
Little Wandle Letters and Sounds	Little Wandle and Big Cat

Aim	Outcome
<p><b>Teaching</b></p> <p>To be in line with national average progress scores in KS1 Reading, Writing, Maths, Science and Phonics.</p> <p>To be in line with EYFS GLD national average.</p> <p>High quality teaching in all classrooms</p>	<ul style="list-style-type: none"> <li>• <b>KS1 Outcomes:</b> See detailed data on page 8.</li> <li>• <b>Progress of PPG pupils in Year 2 (End of KS1):</b> <ul style="list-style-type: none"> <li>○ Reading: 80% achieved expected progress (96% all); 20% achieved better than expected progress (26% all).</li> <li>○ Writing: 50% achieved expected progress (71% all); 5% achieved better than expected progress (26% all).</li> <li>○ Maths: 80% achieved expected progress (85% all); 40% achieved better than expected progress (44% all).</li> </ul> </li> <li>• <b>Phonics:</b> Successful implementation of Little Wandle Letters and Sounds Phonics Programme with improving results. <ul style="list-style-type: none"> <li>○ Y1 Phonics Screening Check: 66% of PPG pupils achieved expected standard (93% all).</li> <li>○ Y2 Phonics Screening Check: 100% of PPG pupils achieved expected standard (97% all).</li> </ul> </li> <li>• <b>EYFS GLD:</b> 45% for PPG pupils (All = 50%), noting that many PPG pupils also had additional vulnerabilities (e.g., SEND, GRT, persistent absence).</li> <li>• Interventions were prioritised for PPG pupils and those in the bottom 20% of readers.</li> <li>• Half-termly pupil progress meetings between Phase Directors and teachers ensured monitoring of vulnerable groups.</li> <li>• Pre-teaching and retrieval of key skills and knowledge were embedded to consolidate learning.</li> <li>• Reading improvement for PPG pupils was prioritised, supported by the purchase of new decodable books for synthetic phonics.</li> <li>• Language and Communication: WellComm was used in Nursery and Reception to develop speech and language skills, and Talk Therapy was commissioned for children with identified difficulties.</li> <li>• Home Learning: A range of home learning opportunities was provided, with strong engagement from parents of PPG pupils, particularly in Reception.</li> <li>• Whole-school CPD, lesson observations with feedback, and coaching deep dives were implemented to improve teaching quality across the curriculum, with a focus on inclusion for PPG pupils.</li> <li>• Writing Development: Literacy Tree introduced in Reception and being embedded in KS1 to accelerate writing progress, particularly for PPG pupils.</li> </ul>
<p><b>Targeted Strategies</b></p> <p>To maintain good levels of attendance and reduce number of children persistently absent.</p>	<ul style="list-style-type: none"> <li>• Overall attendance: 92.5% (All pupils); 86.25% (PP pupils).</li> <li>• Persistent absenteeism: 19% (All pupils); 46% (PP pupils).</li> <li>• School staff, in collaboration with CSAWS (Education Welfare Service), actively engaged with families of pupils with consistently poor attendance and punctuality. Support from CSAWS, including letters, meetings, and home visits, has been particularly effective.</li> <li>• School initiatives to encourage regular attendance—such as the 99 Club, certificates, and reward schemes—remain in place and continue to support improvements.</li> <li>• Disadvantaged pupils are provided with 1:1 support in school to catch up on missed learning when absent.</li> <li>• Communication between class teachers and families has improved through ClassDojo, enhancing engagement, sharing learning progress, and providing reminders about upcoming events and learning activities.</li> </ul>

<p><b>Wider Strategies</b></p> <p>To offer wider curriculum enrichment opportunities in order to boost our cultural capital.</p> <p>Including children being part of School Council/Eco Committee/Anti-bullying Ambassadors, etc.</p> <p>To ensure all our pupil premium children are invited to clubs e.g. morning clubs, after school clubs.</p>	<ul style="list-style-type: none"> <li>• Children in receipt of PPG are supported to catch up on missed learning due to absence, with additional help for home learning and reading in school. Focus is given to building key vocabulary, knowledge, and skills through pre-teaching, sharing information (including knowledge organisers) with parents and carers, and clearly structured learning.</li> <li>• Learning is reinforced through retrieval activities and checks to ensure key knowledge and skills are retained in long-term memory.</li> <li>• Representation of PPG pupils in school leadership and ambassador roles: <ul style="list-style-type: none"> <li>○ 33% of Anti-Bullying Ambassadors are PPG pupils.</li> <li>○ 33% of School Council members are PPG pupils.</li> </ul> </li> <li>• Participation in clubs and extracurricular activities: <ul style="list-style-type: none"> <li>○ 30% of KS1 children in receipt of PPG attend at least one school-led club or have a funded place at a club.</li> </ul> </li> </ul>
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Measure – Attainment	Score
Reading KS1	All: 59% PP: 50%
Writing KS1	ARE: 59% PP: 40%
Maths KS1	ARE: 70% PP: 71%
Science KS1	ARE: 71% PP: 63%
Year 2 Phonics	Recheck in Year 2 was 7 children, 4 PP who all passed. All: 97% PP: 100%
Year 1 Phonics	All: 93% PP: 7 children, 1 disapplied, = 66%
EYFS GLD	All: 50% PP: 45%

Measure – Progress for pupils in receipt of PPG	Score
Reading KS1	Expected Progress: 80% Better than Expected Progress: 20%
Writing KS1	Expected Progress: 50% Better than Expected Progress: 20%
Maths KS1	Expected Progress: 80% Better than Expected Progress: 40%