

## Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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
Hayes Meadow Primary School	
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	Reviewed September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Sivieri Headteacher
Pupil premium lead	Nicola Morgan Assistant Headteacher
Governor / Trustee lead	Mrs Z Cahalan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,940
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention at Hayes Meadow is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- The focus of our pupil premium strategy is to ensure disadvantaged pupils achieve at least age-related expectations or higher and are able to have the opportunity to access experiences that may not be otherwise available to them.
- The priorities outlined in this statement are intended to support the progress of all pupils at Hayes Meadow whether they are disadvantaged or not.
- Quality First teaching is at the heart of our approach which is evidenced in research to have the greatest impact on closing the disadvantage attainment gap. All pupils will benefit from this approach.
- Our pupils continue to benefit from a variety of pastoral support in school including 1:1, small nurture group sessions and whole class SEL. In addition, our forest school provision supports pupils from the age of 2 to 11 in developing confidence, social skills, communication, motivation, physical skills and knowledge and understanding of the environment.
- Our individual approach will ensure strategies are tailored to our pupils using information and research to identify those with the greatest impact on pupil attainment.
- Regular discussions are held during pupil progress meetings to evaluate the impact of each strategy and discuss next steps.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Parental engagement. Noticed decline in attainment over the summer periods. Support from home in maths? Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months).</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist</p>

	<p>their children’s learning or their self-regulation, as well as specific skills, such as reading.</p>
2	<p>Cohorts with high percentage of pupils eligible for PP (Y4 - 40%) including those who have transferred to Hayes Meadow.</p>
3	<p>The effect of child development left from the impact of the pandemic.</p> <p>During the pandemic, children’s absence from early years settings and delays in routine health checks meant that early speech and language problems were not picked up as they might have been previously. Young children’s communication and language development is still affected. Many providers have noticed delays in some children’s speech and language development and they are making more referrals for specialist help with speech and language than previously.</p> <p>The pandemic has also had a negative impact on children’s personal, social and emotional development. Some children’s social skills are less advanced than they might otherwise have been at their age. These include the skills needed to make friends, to become more confident and to communicate with adults. They have missed out on socialising with other children and adults, and lack confidence during social interactions.</p> <p><a href="#">Early years education: Trends, issues and the impact of Covid-19 - House of Lords Library (parliament.uk)</a></p>
4	<p>The take -up of funded places for parents in the local area.</p> <p>As disadvantaged children have missed more early childhood education and care than their peers, there was widespread concern among early years practitioners that the development gap is widening – and that this could result in a further widening the already existing attainment gap between children from poorer backgrounds and their more affluent peers.</p> <p><a href="#">The impact of COVID on early childhood education and care and opportunities to strengthen the system   Family and Childcare Trust</a></p> <p>Barriers to take-up Evidence mainly about disadvantaged 2 yro but most of it relevant to small % of 3-4 yro who don’t take-up entitlement: •</p> <p>Family level, parents less likely to:</p> <ul style="list-style-type: none"> <li>• be aware of early education and childcare: its purpose and how to access it</li> <li>• entitlement not seen as relevant, useful and/or appropriate</li> </ul> <p>System level:</p> <ul style="list-style-type: none"> <li>• stigma of targeted entitlement and complex application process for the 2 yro offer</li> </ul> <p>Service level:</p> <ul style="list-style-type: none"> <li>• if parents only take funded hours, it can be more challenging to find a (suitable) place</li> </ul> <p>LA level:</p> <ul style="list-style-type: none"> <li>• variable resources and capacity to intervene to support delivery of funded hours and take-up of the entitlements.</li> </ul> <p>Who is more likely to be affected by barriers?</p>

	2 year-olds (and 3-4 year-olds) children: • with SEND • ethnic minorities • with EAL • FSM eligible when go to school • high neighbourhood deprivation • younger 2 year-olds • transitional families • recent migrants • temporary accommodation
5	The school is situated in a village and links to enrichment and extra-curricular activities are difficult to get to for our most disadvantaged families.
6	Increased need for pastoral support for issues relating to domestic violence, poverty.
7	Accessing the appropriate support for pupils eligible for PP with SEND.

## 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
Continue to raise attainment to at least ARE for disadvantaged pupils.	<p>Assessment information demonstrates pupils are achieving in line with age related expectations or higher.</p> <p>Observations and work scrutiny demonstrate that all pupils are receiving high quality education and this is evident in their work and assessment information.</p> <p>All staff have the necessary knowledge and skills to ensure all pupils are receiving high quality teaching within lessons.</p> <p>Teachers and teaching assistants are able to adapt lessons, highlight and address misconceptions quickly and effectively to ensure pupils make good progress.</p>
To provide the necessary support for parents/ carers with learning tasks at home.	<p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parents will be able to access the school website to find ways in which to support their children in maths and English. There will be a variety of websites and in addition some videos/ voice links to access information and demonstrations (for example, calculations and methods)</p>
To ensure all pupils have access to the pastoral and well-being support they need.	<p>All pupils are able to access the support they require as and when it is needed to ensure their well-being is not a barrier to their academic success.</p> <p>The pastoral records including pupil voice demonstrate that pupils are benefitting from the support they receive in 1:1 and small group sessions.</p> <p>The inclusion lead has the necessary skills and knowledge to provide the support for pupils or signpost to relevant agencies.</p> <p>Pupils levels of engagement in lessons are increased due to the pastoral support they receive.</p> <p>Forest school</p>
To ensure children in the local community are aware and	To identify ways to further develop the Early Years offer at Hayes Meadow to ensure children from the age of two are

<p>have the opportunity to access high quality early years provision.</p>	<p>able to access provision and have the early communication, personal development and physical skills necessary to start school.</p> <p>Communication and Language screens demonstrate that pupils in our Nursery provisions are starting school with attainment at least in line with their peers.</p>
<p>To ensure staff further develop their knowledge and skills in delivering speech and language programs in EYS and KS1.</p>	<p>Use diagnostic testing and staff training to be able to deliver speech and language programs to pupils in the early years and KS1 to ensure they are able to communicate effectively and develop their vocabulary.</p> <p>Engage in further training and involvement in the EEF projects (Story Choices project)</p>
<p>To ensure all pupils at Hayes Meadow are able to read in line with at least their age-related standards or making rapid progress towards this.</p>	<p>Use effective diagnostic testing such as NTS and Salford screen to identify the areas for further intervention and demonstrate progress.</p> <p>Ensure pupils are reading regularly and ensure pupils are achieving the reading awards in school, especially the disadvantaged pupils. Tracking identifies pupils are receiving additional reading sessions including 'buddy reading' from our older pupils.</p>
<p>To provide a variety of enrichment opportunities for pupils</p>	<p>Pupils will be involved in a variety of enrichment experience which further develop their enjoyment and understanding of the Arts that they would otherwise not experience.</p> <p>Theatre visits, performances in school, educational visits, residentials and workshops will be provided to enhance the curriculum offer.</p> <p>Pupils in Year 3 and 4 will also learn the violin and perform in concerts.</p> <p>In addition, pupils will have the opportunity to engage in a variety of activities after school.</p> <p>The enrichment lead will monitor this over the year ensuring equal access for all pupils and year groups.</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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching training throughout the year for all staff.</p>	<p>Whole staff training on these elements to ensure all staff receive the same training and information.</p> <ul style="list-style-type: none"> <li>• QFT at Hayes Meadow</li> <li>• Long term memory and Metacognition</li> <li>• Ensuring metacognition is driving your curriculum</li> <li>• Effective feedback</li> <li>• Reading, vocabulary and phonics training</li> <li>• Meeting the needs of the lowest 20% of readers.</li> <li>• Improving teacher questioning</li> <li>• Addressing misconceptions and targeting gaps in learning – maths.</li> <li>• Providing opportunities for greater depth in maths.</li> </ul> <p>Release time for developing teaching and learning and engaging in further qualifications.</p> <p>Coaching working across year groups and with more and less experienced staff to reflect on and improve practice.</p> <p>Spending on developing high quality teaching including investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)</p>	<p>1 and 2</p>
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are</p>	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil</p>	<p>1 and 2</p>

<p>interpreted and administered correctly.</p>	<p>to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation</a></p>	
<p>Purchase of quality teaching resources to support planning and delivery ensuring pupils have the prior knowledge required for new learning.</p>	<p>As experts in their subjects, teachers can help develop the depth and complexity of pupils' mental models. One important way teachers can assist the learning and organisation of information is to adjust their teaching according to the prior knowledge of their pupils. Teachers might:</p> <ul style="list-style-type: none"> <li>• Add new information to address a lack of prior knowledge;</li> <li>• Fill in gaps of incomplete prior knowledge; or</li> <li>• Correct misconceptions of existing but incorrect prior knowledge.</li> </ul> <p><a href="#">EEF Blog: ECF– Exploring the Evidence: Prior knowledge and...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 and 2</p>
<p>Continue to promote and expanding the offer of provision to our community by extending the nursery provision.</p>	<p>Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include:</p> <ul style="list-style-type: none"> <li>• communication and language activities;</li> <li>• play-based learning;</li> <li>• interactive story-book reading, physical and creative activities, and</li> <li>• support for parents to encourage learning at home.</li> </ul> <p><a href="#">Early Years   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3 and 4</p>
<p>To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.</p>	<p><b>Inclusion lead/SENDCo to create/develop a SEND Hub for our children with the most complex needs. The aim of the hub is to ensure that we are inclusive for all pupils and to provide high-quality learning experiences for all. Children's unique starting points are clearly identified and an individual curriculum created to ensure that they are given the opportunities to make progress towards their individual targets.</b></p> <p><a href="https://educationhub.blog.gov.uk/2023/04/10/what-are-reasonable-adjustments-and-how-do-they-help-disabled-pupils-at-school">https://educationhub.blog.gov.uk/2023/04/10/what-are-reasonable-adjustments-and-how-do-they-help-disabled-pupils-at-school</a></p> <p><b>SENDCo award –This will involve training and release time for the assistant SENDCo to develop her knowledge of SEND. Assistant SENDCo to build a clear understanding of our SEND pupil's needs and the</b></p>	<p>4 and 7</p>

	<p>processes involved in accessing additional support for them from external agencies.</p> <p>Early identification of pupils gaps in knowledge and barriers to learning through robust teacher assessment and building positive and honest relationships with PP children’s families.</p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Five approaches identified in the ‘Five-a-day’ principle can be used by teachers to make a significant positive difference for the pupils we teach:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Cognitive and metacognitive strategies</li> <li>• Scaffolding</li> <li>• Flexible grouping</li> <li>• Using technology</li> </ul> <p><a href="#">EEF blog: ‘Five-a-day’ to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
--	--	--

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Support in all year groups daily to support ‘hearing’ children read through 1:1 TA intervention and ‘buddy readers’.	There is a strong evidence base that suggests reading interventions, are fairly inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 2
Deliver a program to improve listening, narrative and	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	3



<p>vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. NELI, Time to talk and Language screen.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Studies consistently demonstrate that there is a higher prevalence of oral language needs in socioeconomically disadvantaged communities. Previous research has shown the value of group storybook reading in improving language skills among young children.</p> <p><a href="https://educationendowmentfoundation.org.uk">Story Choices - trial   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support from Y2 to Y6.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education</a></p> <p>English lead to monitor and provide resources to support.</p>	<p>1,2 and 3</p>
<p>Additional strategies for comprehension with small groups of pupils from Y2 to Y6.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 and 2</p>
<p>Year 6 SATs small group tutoring/booster programme</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>	<p>1, 2 and 7</p>

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Continue to good standard of attendance by embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://publishing.service.gov.uk">School attendance guidance (publishing.service.gov.uk)</a></p>	
Whole class music instrument provision in Year 3 and 4 to raise aspirations and develop musical understanding	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	5

and interests.		
Inclusion lead to lead a team of staff to continue to develop skills in supporting pupils and their families.	<p>Pupils and families are able to access the support they need as when required to avoid long waiting times for external referrals.</p> <p>Inclusion lead to be level 2 safeguarding and mental health lead trained in addition to other training.</p> <p>External agencies can be signposted when required.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	4, 6 and 7
To provide further opportunities for parental engagement particularly in reading.	<p>Bedtime story project.</p> <p>Story time sessions.</p> <p>Nursery breakfast stay and play.</p> <p>Nursery rhyme and traditional tales sacks.</p> <p>Reading at home booklet and information sheets provided with QR codes to enable them to be accessible for all.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Parental_engagement_ _EEF">Parental engagement   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3 and 4
Use 'forest school' as a tool for improving pupils' resilience, well-being, collaborative skills.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	5 and 6

<p>Ensure all pupils have equal access to enrichment opportunities in school especially outdoor adventure and residential opportunities to improve collaboration with their peers.</p>	<p>Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p> <p><a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5 and 7</p>
<p>Ensure all pupils feel safe and have a happy lunchtime.</p>	<p>Games Club established for pupils each day at lunchtime to ensure pupils have happy lunchtimes and further develop skills of collaboration.</p> <p>Quiet space to have lunch for pupils who find the school hall a challenging place. The school quad to be used as a regulation area for pupils with SEND and emotional needs.</p>	<p>5, 6 and 7</p>
<p>To improve the variety on offer of After School Clubs</p>	<p>A variety of after school clubs offered for pupils to access throughout the year. Discuss with the children the types of activities they would like to engage in.</p>	<p>5 and 7</p>
<p>Professionals will be leading talks and workshops within school to raise children's aspirations for the future</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning</a></p> <p>toolkit/aspiration - interventions</p> <p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	<p>5</p>
<p>Effective deployment of staff, Teaching Assistants to support key children</p>	<p>Targeted Interventions led by additional teacher in Year 6.</p> <p>Teaching Assistants timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.</p> <p>' EEF research guidance:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance/reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance/reports/teaching-assistants</a></p>	<p>1,2 and 3</p>

and year groups.	<p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	
Play therapy	<p>Using play means that a child can explore their thoughts and feelings in creative and dynamic ways without having to use words to articulate themselves.</p> <p><a href="#">Play Therapy As Effective Options for School-Age Children With Emotional and Behavioral Problems: A Case Series - PMC (nih.gov)</a></p> <p>Play-based learning approaches have a positive impact of four months on learning outcomes.</p> <p><a href="#">Play-based learning   EEF (educationendowmentfoundation.org.uk)</a></p>	6 and 7

**Total budgeted cost: £265,000**

## **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 2023 to 2024 academic year. KS2 Disadvantaged pupil progress scores for last academic year (Progress figures from Perspective Lite, August 2024)**

End of Key Stage Two						
ALL PUPILS						
	Hayes Meadow ARE+	Hayes Meadow GD	LA ARE+	LA GD	National ARE+	National GD
Reading	78%	16%	75%	28%	74%	28%
Writing	81%	13%	73%	11%	72%	13%
Maths	75%	16%	74%	22%	73%	24%
GPS	72%	25%	74%	32%	72%	32%
RWM	56%	0%	61%	7%	61%	8%

Disadvantaged	Hayes Meadow ARE+	Hayes Meadow GD	LA ARE+	LA GD	National ARE+	National GD
Reading	70%	30%	61%	16%	62%	18%
Writing	70%	20%	58%	4%	58%	6%
Maths	80%	10%	58%	11%	59%	13%
GPS	70%	30%	59%	18%	59%	20%
RWM	60%	0%	43%	2%	45%	3%

The results for reading, writing and GPS are significantly higher than those at the national and local authority level for the expected standard. However, maths and pupils working at GD still needs to be further improved and therefore a priority for 24/25 and beyond.