

# The RADY Project

*A new weapon in the war on  
the disadvantaged attainment gap*

***“That is why this conference ... is so important  
– especially your project on RADY, which I  
know is held in high regard”***

***Amanda Spielman  
Chief Inspector of Schools***

***“A potential game-changer”***

***HMI on visiting a school  
involved in the RADY pilot***

*After many years of Pupil Premium funding, running into many billions of pounds, and despite enormous efforts by schools, the attainment gaps between disadvantaged children and others remain stubbornly wide.*

*There is an underlying reason which explains, to a large degree, why this is so. This reason has not been directly addressed before. The RADY project tackles it head on.*

# Interested in joining the RADY Project?

For more information about the RADY Project contact:

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## What's involved?

### ***Getting going***

We would support the school in implementing the RADY target approach – both the target uplift and the prior attainment adjustment, as well as ensuring the school's tracking and monitoring system more accurately reflects any 'live' gaps.

### ***Staff training***

School staff would be given training on the RADY approach, as well as how it fits in with other strategies schools employ.

### ***Support visits***

The school would receive, as a minimum, one half day support visit per term. Areas covered would include the school's pupil premium strategy and how it might be developed.

### ***Governor briefing***

Governors would be invited to a briefing, explaining what the RADY project is all about.

### ***Tracking and monitoring application: Data Analysis (see pages at end for sample screenshots)***

Schools are provided with a bespoke tracking and monitoring application. We would analyse, on a termly basis, anonymised teacher assessment data to provide schools with a real-time report on how the gaps are progressing in their schools and the wider groups of schools. This is essential: seeing how the gaps change in real-time provides the best opportunity for adapting tactics.

### ***National Network Meetings***

These are held termly, usually in the midlands, and provide updates, examples of good practice and inputs from high-profile people in the field.

### ***Termly meetings***

The school would be invited to termly meetings to discuss the progress of the project, emerging patterns and share experiences of what seems to be working and, equally importantly, what doesn't.

### ***Ofsted preparation***

Schools which are expecting a visit from Ofsted within the academic year would have free access to half a day's consultancy to help them prepare their data

## What is RADY?

**RADY:** Raising the Attainment of Disadvantaged Youngsters.

**RADY** is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. Unlike most other strategies to close the gap, RADY is aimed at school senior managers and teachers.

**RADY** was developed in Wirral in 2013 as a direct response to a hitherto unspotted flaw in school systems, which, if left unchecked, helps to maintain the gap and thwart efforts to reduce it

## What is this flaw in school systems?

Most schools, while trying hard to close the gap, ***set targets which actually aim to keep the gap.***

Why? Because most schools which set pupil targets do so by basing the targets overwhelmingly on prior attainment.

Since the prior attainment of disadvantaged children is, on average, lower than that of other children it is inevitable that lower targets are set for disadvantaged children than other children – *there is a gap in the targets between the two groups. And this target gap helps to generate the next attainment gap.*

This target gap is inadvertent: schools don't deliberately set out to have lower targets for disadvantaged children. But by basing pupil targets on prior attainment this target gap is an inevitable consequence.

***And you can't close a gap by aiming to have one.***

An important feature of the RADY Project is its focus on evidence. Since the goal is to close the attainment gap, attainment data is used to track the evolution of the gap throughout a key stage.

While we know that the gap at the end of a key stage is wider than at the beginning, we don't know whether it widens steadily or whether there is a particular point during the key stage where the gap suddenly jumps. There is no national research on this issue. RADY will answer this. Whatever is found will have implications for when interventions are likely to be most effective.

## What's the solution?

A mechanism by which the *average* of the pupil-level targets for disadvantaged children is the same as the *average* for other children. In other words, no matter how aspirational a

school's pupil-level targets are, the level of aspiration of those set for disadvantaged children must be such that the *average* targets for the two groups are the same.

The issue can be summarised in two questions:

**Does your school have the same educational expectations for its disadvantaged children as for its other children i.e. does it want to close the gap?**

**On average, are the targets set for disadvantaged children systematically lower than those set for other children?**

The answer can't be 'yes' to both.

It is this hidden gap – the gap in the targets – which is to a very large extent responsible for sabotaging efforts to close the gap.

**If the gap is to be closed, an absolutely necessary pre-condition is that the school *demonstrates* the same academic expectations for its disadvantaged children as it does for other children i.e. it sets equality, gap-closing targets.**

## Is it as simple as that?

Nearly. Just adjusting the pupil-level targets of disadvantaged children to match those of others (on average) still leaves a problem in place. The problem is for those schools which use trajectories/milestones/flightpaths to determine whether or not a pupil is on track to meet their target.

We'll call them flightpaths for now. The flightpath generally runs from the pupil's prior attainment to the target, with some interim stages. Raising a pupil's target merely raises the endpoint of the flightpath: the starting point (the prior attainment) remains unchanged. RADY has a solution for this.

## Is this all that needs to be done to close the gap?

Far from it. It's just the start. The gap will be closed by good teachers working hard with pupils over the entire key stage, using all their skills and interventions to effect change. But instead of all these efforts being hampered by a target-setting flaw, as well as potentially misleading tracking and monitoring, they now have a *much* better chance of working.

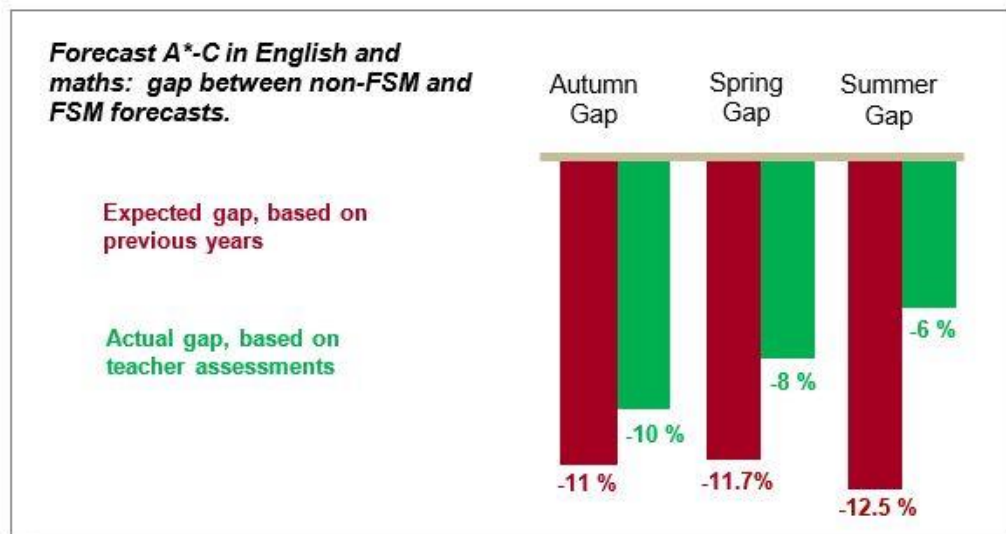
Something else which should be apparent is that closing the gap relies on high-quality information being fed into schools' tracking systems, as well as a robust analysis of that data. ***RADY provides the mechanism for identifying any issues in this area so that they can be tackled.***

## Is there any evidence that RADY works?

First, it should be pointed out that nationally the gaps haven't closed. So there is overwhelming evidence that what's being done now is, *on the whole*, **NOT** working. Something is hindering schools' efforts.

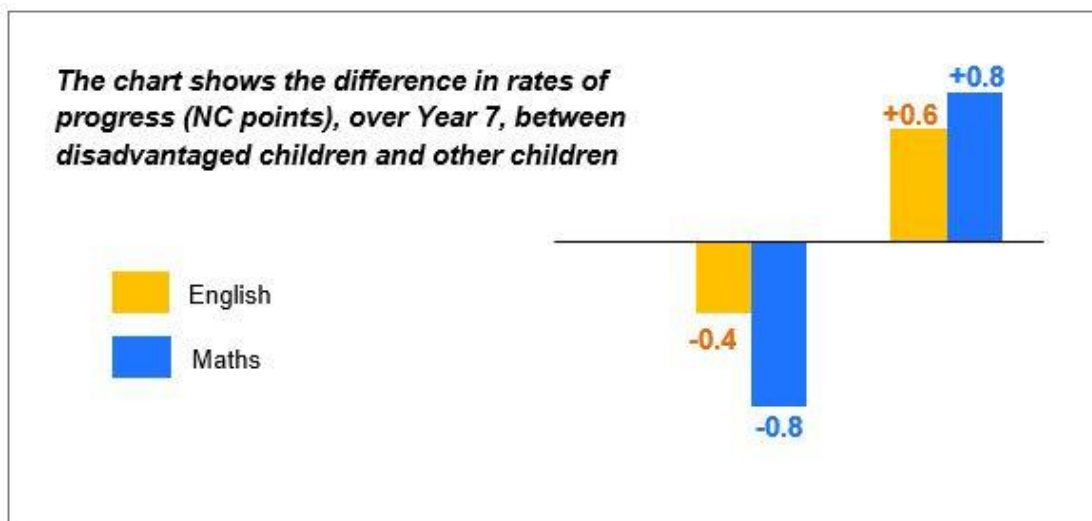
Wirral ran a pilot in 2012-13 in a small number of secondary schools.

The schools were asked to set targets for their Year 7 pupils according to the principles outlined above. **Nothing else new was asked of the schools.** Here's the data from that pilot.



While we would have expected the gap to gradually widen (based on what actually happened in previous years) the gap actually narrowed. And this was within a year.

More recently, the RADY approach has been taken up by many schools in Staffordshire, Birmingham and other local authorities. Similar very promising results are beginning to emerge. Here's the data from a Staffordshire school after one year of running the project:



The chart shows that before implementation of the RADY project, disadvantaged children were making less progress than others; after implementation, they were making not just the same progress, but better progress – they were catching up.

Here's more recent data from another Staffordshire school implementing RADY:

| % of pupils at the expected standard or better | English     |           | Maths       |           |
|------------------------------------------------|-------------|-----------|-------------|-----------|
|                                                | Start of Y7 | End of Y7 | Start of Y7 | End of Y7 |
| Disadvantaged                                  | 38%         | 59%       | 31%         | 49%       |
| Other                                          | 60%         | 64%       | 53%         | 64%       |
| Gap                                            | -22%        | -5%       | -22%        | -15%      |

And another Staffordshire school's data. It shows the percentage of disadvantaged pupils making at least 2 points progress (the school's own system) during the first term of Year 7. The 2017-18 cohort had targets set according to the RADY principle.

|         | 2016-17 | 2017-18 |
|---------|---------|---------|
| English | 20%     | 63%     |
| Maths   | 24%     | 53%     |

And finally, some extracts from a presentation made by a foster carer about what she thought was the impact of RADY on the child she cared for. Obviously, Nick isn't his real name.

- The RADY meant the school artificially raised Nick's KS2 results so that they were in line with the non-disadvantaged students.
- This meant Nick was placed in a set higher than he would have been without RADY
- His target grades for the end of KS3 and KS4 are therefore at least a grade higher than would have been the case without the RADY uplift.
- By the end of Year 7 he'd made 2 part-levels progress in English and a staggering 5 part levels in maths, easily enough to meet and, indeed, exceed his elevated targets.
- He continued to meet his elevated targets by the end of Year 8 and, now in Year 9, is on track to meet those elevated targets, too, being awarded 'Student of the Month' in Modern Foreign Languages.
- Nick doesn't see his 'interventions' as singling him out as different – which wasn't always the case. He sees the interventions as normal interactions with his teachers.

It would be wrong to assume that everything is down to the uplift of targets approach. It's not. It's down to good old-fashioned teaching and skilful interventions. But, time and again, schools put the improvements they'd made down to the RADY approach **enabling** their interventions to be more successful.

## What do schools say

Oftsed has cited 'low expectations of the poorest students' as a key reason for underachievement in a recent report on the most able students.

RADY seeks to raise attainment of disadvantaged youngsters by uplifting the starting point for Year 7 students; to put them on the **'same flight path as their non-disadvantaged peers'**. This allows schools to take early action to close the skills gap, rather than 'fire-fight in KS4.

Schools involved in the RADY programme receive 3 face-to-face consultation visits and participate in 2 best practice networking sessions with other schools. This provides a unique opportunity to share ideas and strategies with colleagues on the same journey. Schools are also able to draw on the experience of those schools who began in 2016.

### RADY School Testimonies

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#### Kings Norton Boys School

✘

"It's about knowing the kids. This is a thread that runs through everything we do and is the starting point for our practice".

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#### Turves Green Boys School

✘

"RADY has been a catalyst for our school development. It has prompted us to refocus our attention on Year 7 rather than trying to fight fires in Year 11. Developing the curriculum to take into account the needs of disadvantaged students will benefit all students and ensure that the journey through our school is as effective and coordinated as possible. Our staff are becoming more aware of the cultural literacy that is essential to success in their subjects and we are filling the Pupil-Premium gap with the knowledge that disadvantaged students require but are not always able to access".

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#### Turves Green Girls School

✘

"RADY's simple premise – to uplift PP KS2 data and then put in strategies to make the uplift stick – has transformed our strategy and energised staff".

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#### Swanshurst School

✘

"Working with RADY has helped us to refine our practice and provided valuable advice and ideas. It has helped us really focus on how we ensure the improvement of the life chances of our pupil premium pupils are constantly at the forefront of all our minds".

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#### Archbishop Illesley

✘

*"RADY is an expectation, not an aspiration...we have adopted, from the outset, the mindset from all staff, students and parents that they WILL achieve regardless of background. There are no excuses. We know that we are the only chance for some of our pupils and that they need solutions not barriers. Purposeful practice, knowing our pupils and developing cultural capital have been integral to our approach".*

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## What do others say?

In 2017, in a speech to the Birmingham Education Partnership, Her Majesty's Chief Inspector of Schools, Amanda Spielman, recognised the value Birmingham schools placed on their RADY project, saying:

***“That is why this conference ... is so important – especially your project on Raising Attainment for Disadvantaged Young People [RADY], which I know is held in high regard”***

Schools have reported that the RADY approach has been viewed very positively by Ofsted inspectors as demonstrating a firm commitment to high expectations for disadvantaged children. Below are a couple of extracts of recent Ofsted reports of schools involved in RADY.

- Although the progress of disadvantaged pupils is in line with other pupils nationally, it is lower than for other pupils at the school. This is already being successfully tackled by leaders. They have developed a clear strategy for decreasing these differences by ensuring that disadvantaged pupils are set aspirational goals. Teachers are trained to provide the appropriate level of challenge in lessons that will enable pupils to attain highly.

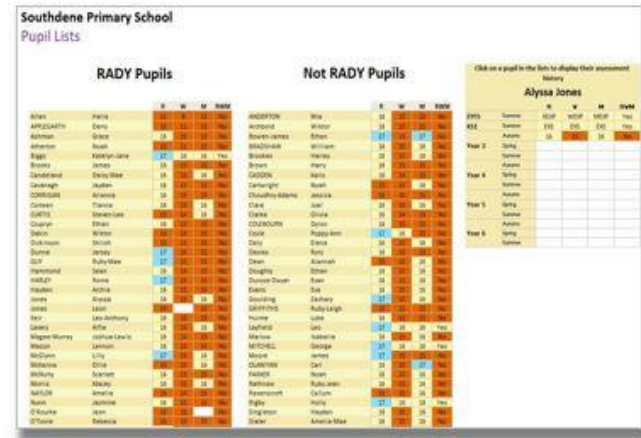
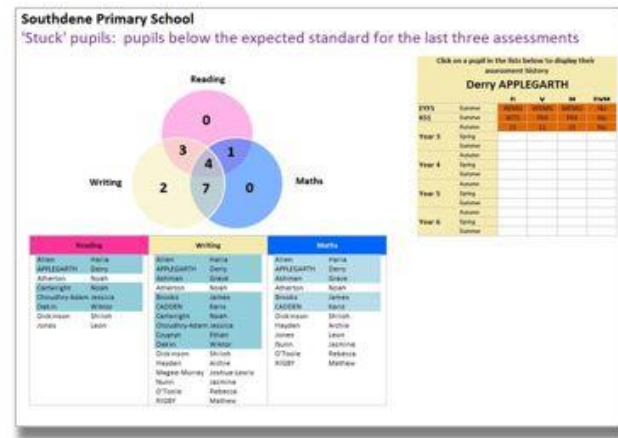
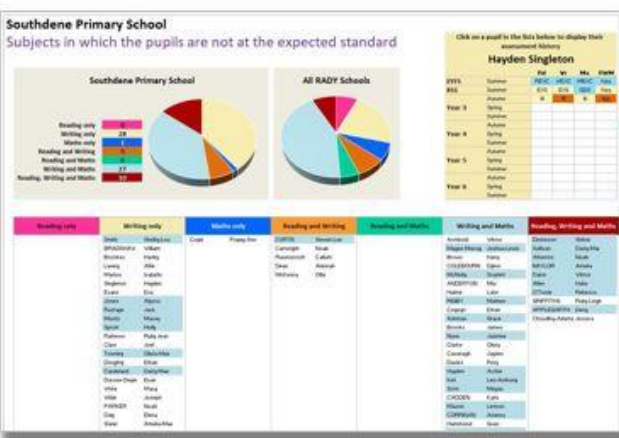
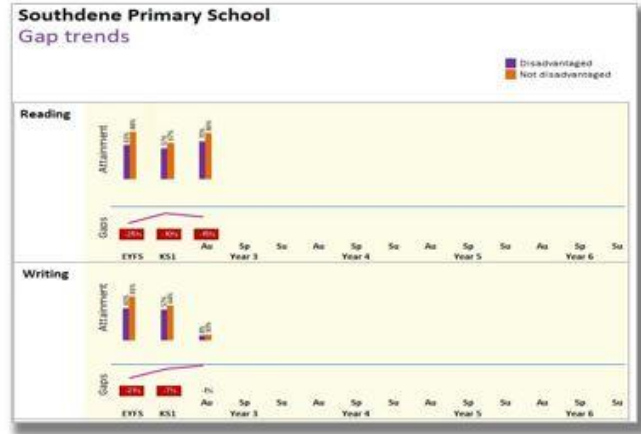
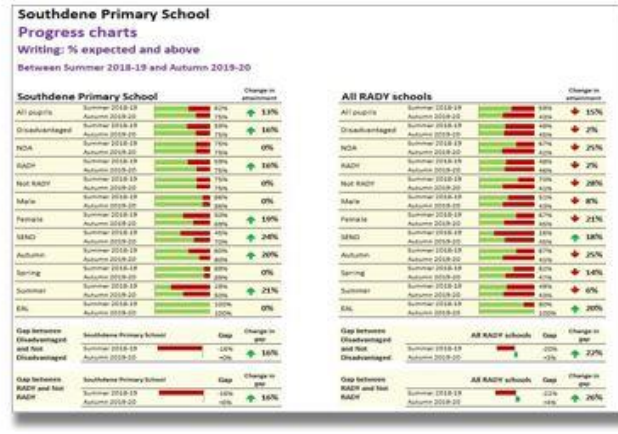
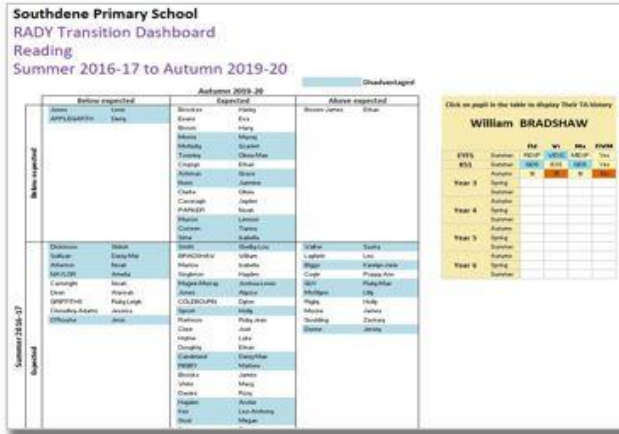
- Disadvantaged pupils achieve well because leaders carefully target the funds available through the pupil premium. Good-quality support ensures that disadvantaged pupils make the best possible progress. Leaders set them challenging targets, recognising their lower starting points on entry to the school. Teachers are encouraged to 'know your group' and to prioritise disadvantaged pupils when planning activities and providing feedback. Leaders meticulously track disadvantaged pupils' progress and quickly provide additional small-group support for any who need extra help.

# RADY Tracking and Monitoring Application: sample screenshots

## RADY Tracking and Monitoring: Gaps Analyses

### Northwood Primary School

Click on image to select report



Millbrook Church of England Primary

## Millbrook Church of England Primary School

### RADY Transition Dashboard

#### Reading

#### KS1 to Y3 Autumn

=Disadvantaged

**Return to Main Menu**

**Click subject**

- Reading
- Writing
- Maths
- Reading, Writing and Maths

**Select group to highlight**

- Disadvantaged
- RADY Group
- Boys
- Girls
- SEND
- Autumn Birth
- Spring Birth
- Summer Birth
- EAL

**Select current Year Group**

3

**Update to show transitions between**

|           |           |
|-----------|-----------|
| EYFS      | EYFS      |
| KS1       | KS1       |
| Y3 Autumn | Y3 Autumn |
| Y3 Spring | Y3 Spring |
| Y3 Summer | Y3 Summer |
| Y4 Autumn | Y4 Autumn |
| Y4 Spring | Y4 Spring |
| Y4 Summer | Y4 Summer |
| Y5 Autumn | Y5 Autumn |
| Y5 Spring | Y5 Spring |
| Y5 Summer | Y5 Summer |
| Y6 Autumn | Y6 Autumn |
| Y6 Spring | Y6 Spring |
| Y6 Summer | Y6 Summer |

|     |                | Y3 Autumn                                                                                                                                                                                 |                                                                                                                                                                                                     |                                |
|-----|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|     |                | Below expected                                                                                                                                                                            | Expected                                                                                                                                                                                            | Above expected                 |
| KS1 | Below expected | Bennett Alan<br>Browne Jessica<br>Davidson Joshua<br>GREEN Rosie<br>Merryweather Dion<br>Mital Phoebe<br>O'Neill Meko<br>Prout Harlo<br>Robinson Cousins Finnan<br>Taylor-Hickman Gabriel |                                                                                                                                                                                                     |                                |
|     | Expected       |                                                                                                                                                                                           | Bannon Jayce<br>BROOM Olivia<br>CORDON Allie<br>Etohes Amelia<br>HOEY Lewis<br>Hurst Ava<br>LAMBERT Sophie<br>McAllister Tyrese<br>Roberts David<br>Weir Caiden<br>Williams Mayah<br>Williams Riley |                                |
|     | Above expected |                                                                                                                                                                                           |                                                                                                                                                                                                     | MEAD Finleigh<br>NASH Isabelle |

Click on pupil in the table to display Their TA history

**No pupil selected**

|        |        | Rd | Wr | Ma | RWM |
|--------|--------|----|----|----|-----|
| EYFS   | Summer |    |    |    |     |
| KS1    | Summer |    |    |    |     |
|        | Autumn |    |    |    |     |
| Year 3 | Spring |    |    |    |     |
|        | Summer |    |    |    |     |
| Year 4 | Autumn |    |    |    |     |
|        | Spring |    |    |    |     |
| Year 5 | Autumn |    |    |    |     |
|        | Spring |    |    |    |     |
| Year 6 | Summer |    |    |    |     |
|        | Spring |    |    |    |     |
|        | Summer |    |    |    |     |

**Key**

- Below expected standard
- At expected standard
- Above expected standard

- This report allows you to see which pupils have made progress from one assessment point to another in any subject.
- You can choose any two assessment points.
- You can also choose which group of pupils to highlight.
- You can view a pupil's assessment history by clicking on their name.

St. Kevins, Westvale
▼

[Return to Main Menu](#)

Click subject to display data

[Reading](#)  
[Writing](#)  
[Maths](#)  
Reading, Writing and Maths

Select current Year Group

▼

Update to show progress between

|           |           |
|-----------|-----------|
| EYFS      | EYFS      |
| KS1       | KS1       |
| Y3 Autumn | Y3 Autumn |
| Y3 Spring | Y3 Spring |
| Y3 Summer | Y3 Summer |
| Y4 Autumn | Y4 Autumn |
| Y4 Spring | Y4 Spring |
| Y4 Summer | Y4 Summer |
| Y5 Autumn | Y5 Autumn |
| Y5 Spring | Y5 Spring |
| Y5 Summer | Y5 Summer |
| Y6 Autumn | Y6 Autumn |
| Y6 Spring | Y6 Spring |
| Y6 Summer | Y6 Summer |

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## St. Kevins, Westvale

### Progress charts for Year 3

#### Reading, Writing and Maths: % expected and above

#### Between KS1 and Y3 Autumn

#### St. Kevins, Westvale

|               |           |                                                            |     | Change in attainment |
|---------------|-----------|------------------------------------------------------------|-----|----------------------|
| All pupils    | KS1       | <div style="width: 44%; background-color: #0070C0;"></div> | 44% |                      |
|               | Y3 Autumn | <div style="width: 27%; background-color: #0070C0;"></div> | 27% | ↓ 17%                |
| Disadvantaged | KS1       | <div style="width: 0%; background-color: #0070C0;"></div>  | 0%  |                      |
|               | Y3 Autumn | <div style="width: 0%; background-color: #0070C0;"></div>  | 0%  | 0%                   |
| NDA           | KS1       | <div style="width: 49%; background-color: #0070C0;"></div> | 49% |                      |
|               | Y3 Autumn | <div style="width: 29%; background-color: #0070C0;"></div> | 29% | ↓ 19%                |
| RADY          | KS1       | <div style="width: 0%; background-color: #0070C0;"></div>  | 0%  |                      |
|               | Y3 Autumn | <div style="width: 0%; background-color: #0070C0;"></div>  | 0%  | 0%                   |
| Not RADY      | KS1       | <div style="width: 54%; background-color: #0070C0;"></div> | 54% |                      |
|               | Y3 Autumn | <div style="width: 32%; background-color: #0070C0;"></div> | 32% | ↓ 21%                |
| Male          | KS1       | <div style="width: 31%; background-color: #0070C0;"></div> | 31% |                      |
|               | Y3 Autumn | <div style="width: 19%; background-color: #0070C0;"></div> | 19% | ↓ 11%                |
| Female        | KS1       | <div style="width: 63%; background-color: #0070C0;"></div> | 63% |                      |
|               | Y3 Autumn | <div style="width: 37%; background-color: #0070C0;"></div> | 37% | ↓ 26%                |
| SEND          | KS1       | <div style="width: 0%; background-color: #0070C0;"></div>  | 0%  |                      |
|               | Y3 Autumn | <div style="width: 0%; background-color: #0070C0;"></div>  | 0%  | 0%                   |
| Autumn        | KS1       | <div style="width: 64%; background-color: #0070C0;"></div> | 64% |                      |
|               | Y3 Autumn | <div style="width: 55%; background-color: #0070C0;"></div> | 55% | ↓ 9%                 |
| Spring        | KS1       | <div style="width: 45%; background-color: #0070C0;"></div> | 45% |                      |
|               | Y3 Autumn | <div style="width: 23%; background-color: #0070C0;"></div> | 23% | ↓ 22%                |
| Summer        | KS1       | <div style="width: 25%; background-color: #0070C0;"></div> | 25% |                      |
|               | Y3 Autumn | <div style="width: 8%; background-color: #0070C0;"></div>  | 8%  | ↓ 16%                |
| EAL           | KS1       | <div style="width: 67%; background-color: #0070C0;"></div> | 67% |                      |
|               | Y3 Autumn | <div style="width: 33%; background-color: #0070C0;"></div> | 33% | ↓ 33%                |

| Gap between Disadvantaged and Not Disadvantaged | St. Kevins, Westvale | Gap                                                         | Change in gap |
|-------------------------------------------------|----------------------|-------------------------------------------------------------|---------------|
|                                                 | KS1                  | <div style="width: -49%; background-color: #0070C0;"></div> | -49%          |
|                                                 | Y3 Autumn            | <div style="width: -29%; background-color: #0070C0;"></div> | -29%          |

| Gap between RADY and Not RADY | St. Kevins, Westvale | Gap                                                         | Change in gap |
|-------------------------------|----------------------|-------------------------------------------------------------|---------------|
|                               | KS1                  | <div style="width: -54%; background-color: #0070C0;"></div> | -54%          |
|                               | Y3 Autumn            | <div style="width: -32%; background-color: #0070C0;"></div> | -32%          |

#### All RADY schools

|               |           |                                                            |     | Change in attainment |
|---------------|-----------|------------------------------------------------------------|-----|----------------------|
| All pupils    | KS1       | <div style="width: 53%; background-color: #0070C0;"></div> | 53% |                      |
|               | Y3 Autumn | <div style="width: 20%; background-color: #0070C0;"></div> | 20% | ↓ 32%                |
| Disadvantaged | KS1       | <div style="width: 47%; background-color: #0070C0;"></div> | 47% |                      |
|               | Y3 Autumn | <div style="width: 15%; background-color: #0070C0;"></div> | 15% | ↓ 31%                |
| NDA           | KS1       | <div style="width: 56%; background-color: #0070C0;"></div> | 56% |                      |
|               | Y3 Autumn | <div style="width: 24%; background-color: #0070C0;"></div> | 24% | ↓ 32%                |
| RADY          | KS1       | <div style="width: 42%; background-color: #0070C0;"></div> | 42% |                      |
|               | Y3 Autumn | <div style="width: 14%; background-color: #0070C0;"></div> | 14% | ↓ 28%                |
| Not RADY      | KS1       | <div style="width: 60%; background-color: #0070C0;"></div> | 60% |                      |
|               | Y3 Autumn | <div style="width: 26%; background-color: #0070C0;"></div> | 26% | ↓ 34%                |
| Male          | KS1       | <div style="width: 45%; background-color: #0070C0;"></div> | 45% |                      |
|               | Y3 Autumn | <div style="width: 17%; background-color: #0070C0;"></div> | 17% | ↓ 27%                |
| Female        | KS1       | <div style="width: 60%; background-color: #0070C0;"></div> | 60% |                      |
|               | Y3 Autumn | <div style="width: 24%; background-color: #0070C0;"></div> | 24% | ↓ 36%                |
| SEND          | KS1       | <div style="width: 24%; background-color: #0070C0;"></div> | 24% |                      |
|               | Y3 Autumn | <div style="width: 13%; background-color: #0070C0;"></div> | 13% | ↓ 11%                |
| Autumn        | KS1       | <div style="width: 56%; background-color: #0070C0;"></div> | 56% |                      |
|               | Y3 Autumn | <div style="width: 23%; background-color: #0070C0;"></div> | 23% | ↓ 33%                |
| Spring        | KS1       | <div style="width: 58%; background-color: #0070C0;"></div> | 58% |                      |
|               | Y3 Autumn | <div style="width: 25%; background-color: #0070C0;"></div> | 25% | ↓ 32%                |
| Summer        | KS1       | <div style="width: 44%; background-color: #0070C0;"></div> | 44% |                      |
|               | Y3 Autumn | <div style="width: 13%; background-color: #0070C0;"></div> | 13% | ↓ 30%                |
| EAL           | KS1       | <div style="width: 55%; background-color: #0070C0;"></div> | 55% |                      |
|               | Y3 Autumn | <div style="width: 36%; background-color: #0070C0;"></div> | 36% | ↓ 18%                |

| Gap between Disadvantaged and Not Disadvantaged | All RADY schools | Gap                                                        | Change in gap |
|-------------------------------------------------|------------------|------------------------------------------------------------|---------------|
|                                                 | KS1              | <div style="width: -9%; background-color: #0070C0;"></div> | -9%           |
|                                                 | Y3 Autumn        | <div style="width: -9%; background-color: #0070C0;"></div> | -9%           |

| Gap between RADY and Not RADY | All RADY schools | Gap                                                         | Change in gap |
|-------------------------------|------------------|-------------------------------------------------------------|---------------|
|                               | KS1              | <div style="width: -18%; background-color: #0070C0;"></div> | -18%          |
|                               | Y3 Autumn        | <div style="width: -12%; background-color: #0070C0;"></div> | -12%          |

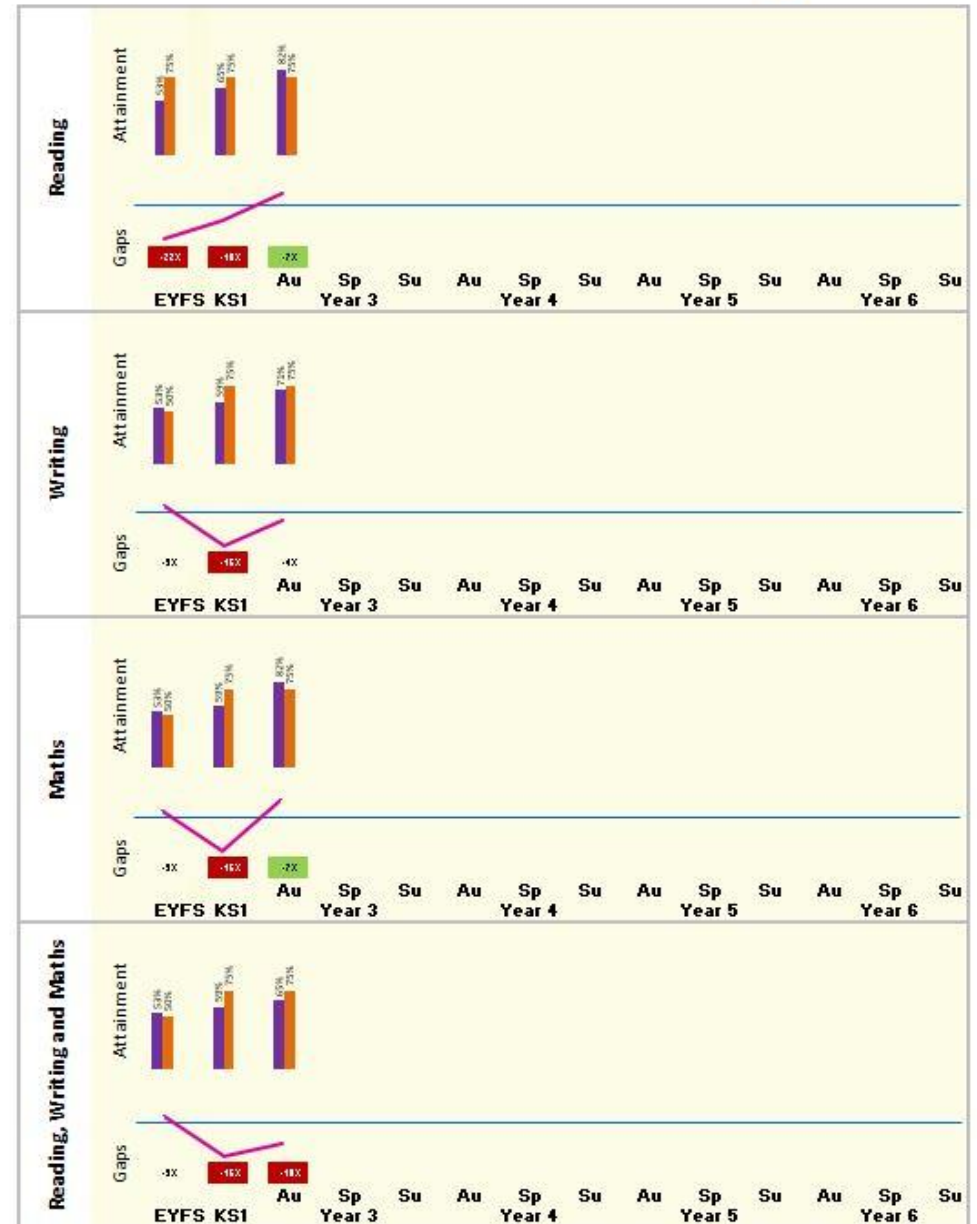
- This report shows you the percentage of pupils at or above the expected standard for a variety of pupil groups.
- You can choose any two assessment points to see how this percentage has changed.
- For comparison, you can see the overall pattern for all schools involved in the RADY project.

# Southdene Primary School

## Gap trends

Disadvantaged  
Not disadvantaged

- This report shows you how the gap for a group of pupils changes as they move through your school.
- As the data builds up it will show whether the gap is narrowing or whether there is a particular point during schooling where the gap tends to widen significantly.



# Millbrook Church of England Primary School

## Subjects in which Year 3 pupils were not at the expected standard at the Y3 Autumn assessment

Return to Main Menu

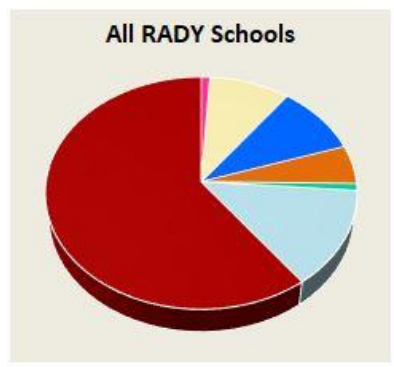
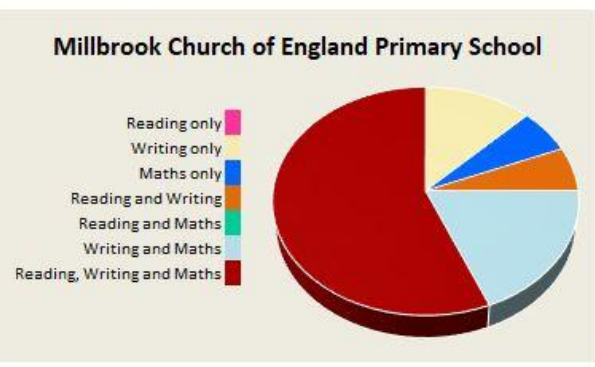
Select current Year Group  
3

Select term and year

- EYFS
- KS1
- Y3 Autumn**
- Y3 Spring
- Y3 Summer
- Y4 Autumn
- Y4 Spring
- Y4 Summer
- Y5 Autumn
- Y5 Spring
- Y5 Summer
- Y6 Autumn
- Y6 Spring
- Y6 Summer

Select group to highlight

- Disadvantaged**
- RADY Group
- Boys
- Girls
- SEND
- Autumn Birth
- Spring Birth
- Summer Birth
- EAL



=Disadvantaged

| Number of pupils |                  | Number of pupils   |                  | Number of pupils  |                  | Number of pupils    |                  | Number of pupils  |                  | Number of pupils       |                        | Number of pupils                                                                                            |                                                                                  |
|------------------|------------------|--------------------|------------------|-------------------|------------------|---------------------|------------------|-------------------|------------------|------------------------|------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| All: 0           | Disadvantaged: 0 | All: 2             | Disadvantaged: 0 | All: 1            | Disadvantaged: 0 | All: 1              | Disadvantaged: 1 | All: 0            | Disadvantaged: 0 | All: 3                 | Disadvantaged: 0       | All: 9                                                                                                      | Disadvantaged: 6                                                                 |
| Reading only     |                  | Writing only       |                  | Maths only        |                  | Reading and Writing |                  | Reading and Maths |                  | Writing and Maths      |                        | Reading, Writing and Maths                                                                                  |                                                                                  |
|                  |                  | Bannon<br>Williams | Jayce<br>Riley   | Williams<br>Mayah |                  | Davidson<br>Joshua  |                  |                   |                  | BROOM<br>HOEY<br>Hurst | Olivia<br>Lewis<br>Ava | Bennett<br>Browne<br>GREEN<br>Merryweather<br>Mital<br>O'Neill<br>Prout<br>Robinson Cousi<br>Taylor-Hickman | Alan<br>Jessica<br>Rosie<br>Dion<br>Phoebe<br>Meko<br>Harlo<br>Finnan<br>Gabriel |

- This report allows you to see which pupils were below the expected standard in each subject at any chosen assessment point. For comparison, you can see the overall pattern for all schools involved in the RADY project.
- You can view a pupil's assessment history by clicking on their name.
- You can also choose which group of pupils to highlight.

## Millbrook Church of England Primary School

Stuck pupils: Year 3 pupils below the expected standard for the last three assessments

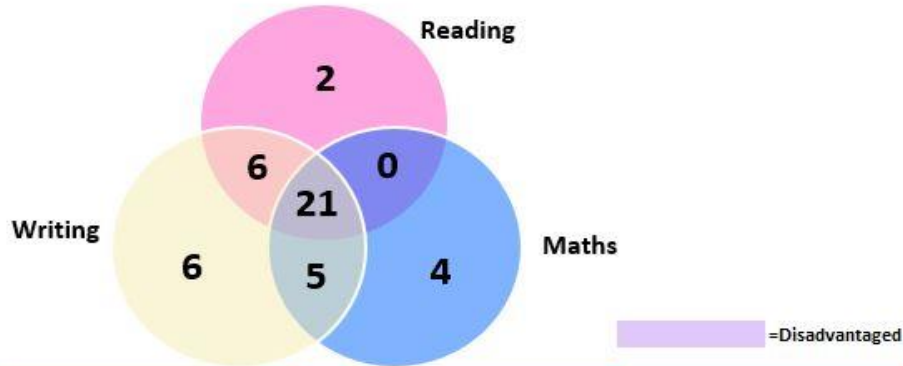
[Return to Main Menu](#)

Select current Year Group  
3

Select group to highlight

- Disadvantaged
- RADY Group
- Boys
- Girls
- SEND
- Autumn Birth
- Spring Birth
- Summer Birth
- EAL

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| Reading          |                   | Writing          |                   | Maths            |                   |
|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| Number of pupils |                   | Number of pupils |                   | Number of pupils |                   |
| All: 29          | Disadvantaged: 12 | All: 38          | Disadvantaged: 12 | All: 30          | Disadvantaged: 10 |
| Allen            | Halia             | Allen            | Halia             | Allen            | Halia             |
| APPLEGARTH       | Derry             | APPLEGARTH       | Derry             | APPLEGARTH       | Derry             |
| Ashman           | Grace             | Ashman           | Grace             | Ashman           | Grace             |
| Atherton         | Noah              | Atherton         | Noah              | Atherton         | Noah              |
| Brooks           | James             | Brooks           | James             | Brooks           | James             |
| Cartwright       | Noah              | CADDEN           | Karis             | CADDEN           | Karis             |
| Choudhry-Adam    | Jessica           | Cartwright       | Noah              | Dickinson        | Shiloh            |
| Dakin            | Wiktor            | Choudhry-Adam    | Jessica           | Hayden           | Archie            |
| Dickinson        | Shiloh            | Czupryn          | Ethan             | Nunn             | Jazmine           |
| Hayden           | Archie            | Dakin            | Wiktor            | O'Toole          | Rebecca           |
| Magee-Murray     | Joshua-Lewis      | Dickinson        | Shiloh            | Rathnow          | Ruby Jean         |
| Nunn             | Jazmine           | Hayden           | Archie            | RIGBY            | Mathew            |
| RIGBY            | Mathew            | Magee-Murray     | Joshua-Lewis      | Baker            | Jamie             |
| Baker            | Jamie             | Nunn             | Jazmine           |                  |                   |
| Cooper           | Aiyva             | O'Toole          | Rebecca           |                  |                   |
| Embery           | James             | RIGBY            | Mathew            |                  |                   |
|                  |                   | Baker            | Jamie             |                  |                   |

Click on a pupil in the lists below to display their assessment history

**No pupil selected**

|        |        | R | W | M | RWM |
|--------|--------|---|---|---|-----|
| EYFS   | Summer |   |   |   |     |
| KS1    | Summer |   |   |   |     |
| Year 3 | Autumn |   |   |   |     |
|        | Spring |   |   |   |     |
| Year 4 | Autumn |   |   |   |     |
|        | Spring |   |   |   |     |
| Year 5 | Autumn |   |   |   |     |
|        | Spring |   |   |   |     |
| Year 6 | Autumn |   |   |   |     |
|        | Spring |   |   |   |     |
|        | Summer |   |   |   |     |

- This report allows you to see which pupils have been stuck below the expected standard for the last three assessments.
- You can also choose which group of pupils to highlight
- You can view a pupil's assessment history by clicking on their name.

Northwood Primary School

## Northwood Primary School

Pupil Lists: current Year 3

Return to Main Menu

Select current Year Group

3

Select term and year of assessments

- EYFS
- KS1
- Y3 Autumn**
- Y3 Spring
- Y3 Summer
- Y4 Autumn
- Y4 Spring
- Y4 Summer
- Y5 Autumn
- Y5 Spring
- Y5 Summer
- Y6 Autumn
- Y6 Spring
- Y6 Summer

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### RADY Pupils

| Percentage at expected standard |     | Rd   | Wr   | Ma   | RWM  |
|---------------------------------|-----|------|------|------|------|
| Gap from Not RADY group         |     | -34% | -47% | -29% | -53% |
| Adkins Caiden                   | EXS | WTS  | EXS  | No   |      |
| Chihondo Kaiden                 | EXS | EXS  | EXS  | Yes  |      |
| Climo Olivia                    | WTS | WTS  | WTS  | No   |      |
| Evans George                    | EXS | EXS  | EXS  | Yes  |      |
| Farrell-Hickman Amelia          | WTS | WTS  | WTS  | No   |      |
| Jones Benjamin                  | EXS | WTS  | EXS  | No   |      |
| McCoy Allie                     | WTS | WTS  | WTS  | No   |      |
| Pugh Scarlett                   |     |      |      |      |      |
| Smith Alexander                 | WTS | EXS  | WTS  | No   |      |
| Wood Rosie                      | EXS | WTS  | EXS  | No   |      |

### Not RADY Pupils

| Percentage at expected standard |     | Rd  | Wr  | Ma  | RWM |
|---------------------------------|-----|-----|-----|-----|-----|
|                                 |     | 90% | 80% | 85% | 75% |
| BROWN Mason                     | EXS | WTS | EXS | No  |     |
| Buckley Lillie-Mae              | EXS | EXS | EXS | Yes |     |
| CASSIDY Mariella                | EXS | WTS | EXS | No  |     |
| Davies Sophie                   | GDS | EXS | EXS | Yes |     |
| Dempsey Conor                   | WTS | WTS | WTS | No  |     |
| Edwards Dandrae                 | EXS | EXS | EXS | Yes |     |
| Farrington Poppy-Lou            | GDS | EXS | EXS | Yes |     |
| Garner Charlie                  | EXS | EXS | WTS | No  |     |
| HODGIN Freya                    | EXS | EXS | EXS | Yes |     |
| HUGHES Luna                     | WTS | WTS | WTS | No  |     |
| JONES Michael                   | EXS | EXS | EXS | Yes |     |
| McCullagh Layla                 | GDS | EXS | EXS | Yes |     |
| Moore Jessica                   | GDS | EXS | EXS | Yes |     |
| Mowat Ezra                      | EXS | EXS | EXS | Yes |     |
| Ostrowski Finley                |     |     |     |     |     |
| Owens Eve                       | EXS | EXS | EXS | Yes |     |
| Platt Amelia-Grace              | EXS | EXS | EXS | Yes |     |
| Taylor-Foster Isabella          | GDS | EXS | EXS | Yes |     |
| TORNQVIST Ella-Rose             | GDS | GDS | EXS | Yes |     |
| Unitt Harry                     | EXS | EXS | EXS | Yes |     |
| Wong James                      | GDS | EXS | EXS | Yes |     |

Click on a pupil in the lists to display their assessment history

### Benjamin Jones

|        |        | R    | W    | M    | RWM |
|--------|--------|------|------|------|-----|
|        |        | REXP | WEXP | MEXP | Yes |
| EYFS   | Summer |      |      |      | Yes |
| KS1    | Summer | EXS  | WTS  | EXS  | No  |
|        | Autumn | EXS  | WTS  | EXS  | No  |
| Year 3 | Spring |      |      |      |     |
|        | Summer |      |      |      |     |
| Year 4 | Autumn |      |      |      |     |
|        | Spring |      |      |      |     |
| Year 5 | Summer |      |      |      |     |
|        | Autumn |      |      |      |     |
| Year 6 | Spring |      |      |      |     |
|        | Summer |      |      |      |     |

Key

Below expected standard

At expected standard

Above expected standard

- This report allows you view the assessments for all pupils at any given assessment point.
- You can also choose which group of pupils to highlight.
- You can view a pupil's assessment history by clicking on their name.