



# The Hermitage Infant School

## Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026** academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School Name	The Hermitage Infant School
Number of pupils in school	227 (inc nursery)
Proportion (%) of pupil premium eligible pupils	17% (39/227)  N – 5 children (including 1 PLAC) R – 10 children 1 – 7 children 2 - 17 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Year 2 of 3 years
6/11/2024, updated 3/3/2025, updated 22/9/25, updated 10/11/25, 17/11/25, 16/12/25	
Date on which it will be reviewed	Spring Term 2026
Statement authorised by	Clare Spires
Pupil Premium lead	Faaria Sahi
Governor / Trustee lead	Mary Martin

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (budget based on October 2024 Census – 33 pupils and )	£49,995 PP, £2,775 EYPP and £938 PLAC (some of the children did not join until later in the year)
Recovery premium funding allocation this academic year (enter £0 if not applicable)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding 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	£53,708

## Part A: Pupil Premium strategy plan

### Statement of intent

#### ***We aim for all disadvantaged pupils to;***

- Make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.
- Attend school regularly.
- Receive support both in school and at home daily through targeted interventions and parental support.
- Have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.
- Feel safe, happy and believe in their own abilities, fostering a love of learning.

#### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

This strategy plan ensures that all staff continue to thoroughly understand their pupil premium students, allowing them to identify and address any barriers that may hinder each student's academic, social, emotional, mental and physical development. It also encourages all parties to have high aspirations for all pupil premium children. Attendance remains a key priority, so the school provides support to parents to help ensure pupils are regularly attending school. Financial assistance is provided for school trips, either partially or fully funded, and this is monitored to ensure equal opportunities for all students. Additionally, parents are given flexibility in choosing how to use their pupil premium vouchers and our plan will focus on actively promoting the use of vouchers to all pupil premium families.

#### ***What are the key principles of your strategy plan?***

- Accurately identifying and diagnosing children's individual challenges and needs.
- The three-year pupil premium plan will be reviewed and adjusted annually.
- School leaders will focus on a small number of priorities to ensure effective implementation and impact.
- Approaches adopted by the school will be based on strong educational evidence.
- Support attendance at school to boost attainment where necessary.
- Implement, monitor and evaluate the impact of actions taken.
- Foster a love of learning, progress and opportunities.

## Challenges

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

Number	Detail of challenge
1	Low attainment / limited progress
2	Complex needs (SEND, EAL, medical needs, young carer, safeguarding concerns) in addition to low income household.
3	Limited 'life' opportunities.
4	Poor attendance (missing interventions and lessons) and parental engagement.
5	Emotional literacy and overall wellbeing, as well as mental health issues affecting resilience and being ready to learn.
6	Ensuring more able reach greater depth.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise awareness and develop teacher knowledge, understanding and expectations of Pupil Premium within school.	<p>Children will be identified quickly and support targeted swiftly with teachers identifying any potential barriers that could affect each child.</p> <p>Staff will be able to verbalise what is in place to support pupil premium children.</p> <p>Children will be meeting targets.</p> <p>Discussion of pupil premium children will be held termly with each class teacher during Pupil Progress Meetings.</p> <p>Teachers and the leadership team will closely monitor pupil premium children throughout the year.</p> <p>Training and advice on how to support pupil premium children will be regularly provided.</p>
To improve the quality of learning for pupil premium pupils by developing teaching and interventions to maximise impact on attainment, progress and data.	<p>Improved teaching for all impacting positively on the children in receipt of pupil premium funding.</p> <p>Effective interventions continually matched to pupils needs and tracked using Edukey, resulting in positive progress and outcomes for all.</p> <p>Staff will be given CPD to support ordinarily available provision.</p> <p>Pupil premium children will be given additional opportunities to read with an adult in school (including volunteers) and will have more time in the library.</p>
To ensure equal access to all learning opportunities and full engagement and participation.	Children in receipt of pupil premium funding will have access to all opportunities and engage fully along with their peers.
All pupil premium pupils feel safe, secure and happy and believe in their own abilities.	<p>Pupil questionnaire results will evidence pupils feeling safe and happy in school.</p> <p>Less pastoral support and ELSA required as a result of successful interventions.</p>
Barriers to be diminished through planned and well targeted intervention and support.	<p>Children will be selected appropriately for interventions and support.</p> <p>Greater numbers of pupil premium children will reach age related expectations year on year with the gap between them and their peers diminishing.</p>

	<p>Some pupil premium children, who are working at expected, will be targeted to work towards greater depth.</p> <p>Impact from interventions will be logged on Edukey and will show progress of the children taking part.</p> <p>Children who are set targets by outside agencies, will make progress against these or new targets will be set.</p> <p>Teachers will be able to adjust and make changes to pupil premium support if appropriate to do so.</p> <p>Raised profile of pupil premium children with teachers clearly understanding who these children are and what their barriers and next steps are.</p> <p>Teachers will speak knowledgeably about their pupil premium children throughout the academic year during pupil progress meetings, PPA and transition meetings.</p> <p>Teachers will use formative and summative assessment to inform them of next steps for pupil premium students.</p> <p>All teachers will regularly read story books to their classes to ensure pupil premium children are exposed to rich vocabulary and gain a love of reading.</p>
Children receipt of PP funding attain and make progress in line with non PP children nationally.	Attainment and progress measures will show the gap is closing.

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

**Budgeted cost: £43,458** (£1,600 CPD, £13,750 inclusion staffing, £10,668 teaching and £14,665 TA Support, £2775 EYPP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.	Improving the educational environment and experience for all pupils through teacher training impacts positively on PP children. 35.4% a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document.	1
Tracking of interventions and support more closely using the Provision Map tool Edukey for children who are SEND and PP.	Detailing interventions and support in place for children who are not making progress - 39.4% a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document.	1, 2
To continue to strengthen whole school ethos and vision for disadvantaged.	Raising the PP profile in teaching was a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document 44.4%. EEF- Behaviour interventions +3mths.	1,6

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

**Budgeted cost: £500** (£500 PP resources plus budget from above regarding staff to deliver interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal interventions – additional reading, phonics and/ or maths using comprehensive materials.	EEF - +6 mths Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	1,6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)****Budgeted cost: £9,750** (£6,250 ELSA Staffing and £2,000 Home Link Worker)**Budgeted trips and clubs: £1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support through ELSA where needed.	Providing emotional support programmes 78.7 % - a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document.	2,5
Drawing for talking trained staff deliver interventions to support learners.	EEF +4 mths Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2,5
Provide pastoral support through HSLW to PP families, where needed to support general parental engagement and wellbeing of children and families.	EEF- Parental engagement +3mths	2, 4, 5, 6, 7
Teachers, inclusion team and SLT working with vulnerable families to improve attendance.	EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4
Supporting families' financially through Voucher Scheme: £25 a term voucher provided to pay towards trips, clubs or uniform.	Arranging or subsidising trips has been a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity.	3
Forest school for pupil premium children.	EEF - +5mths Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.  EEF- Outdoor Education +4mths.	2,3
Engages PP children in extra-curricular sports activities.	EEF- Sports +2mths	3, 5, 1

**Total budgeted cost: £53,708**

<b>Part B: Review of outcomes in the previous academic year.</b> This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.				
<b>Activity</b>	<b>Forecast (updated budget) February 2025</b>	<b>Actual spend to date (Sep 24 to 31st Aug 25)</b>	<b>Planned Yearly Budget June 2024</b>	<b>End of Year Impact Report 2024-2025</b>
Teaching and Support Staff (including CPD)	<b>£39,707</b>	£52,693	<b>£52,883</b>	<p>CPD allowed upskilling staff and provided further training in a range of subjects, both subject based and in the areas of pastoral / inclusion. This ultimately allowed improved academic outcomes and wellbeing support for disadvantaged students.</p> <p>The Inclusion Team worked closely with PP students, particularly those with SEND, EAL, and behavioural difficulties, to remove learning barriers. Through collaboration with external agencies, they provided holistic, tailored support. Personalised strategies, including behaviour interventions, attendance support, and well-being programs such as East to West, helped students stay engaged and supported.</p> <p>Teachers delivered Quality First Teaching with high expectations and tailored support for PP students. They identified learning gaps and implement targeted interventions to accelerate progress. By fostering strong teacher-student relationships, they enhanced motivation, confidence, and engagement, particularly for students who may lack support at home. Lessons were continuously adapted to provide personalised academic support, improving literacy, numeracy, and critical thinking. This individualised approach supported academic success and raised pupils' self-esteem and aspirations.</p> <p>Support staff played a key role in both academic reinforcement and emotional well-being. Teaching Assistants (TAs) worked one-on-one with students and lead small-group interventions, particularly in phonics and maths. These targeted efforts helped</p>
	£1280(CPD)	£1,730	<b>£1,520</b>	
	£13,644.13 (Inclusion Staffing)	£13,131	<b>£17,399</b>	
	£7,831 (Teachers)	£8,417	<b>£9,927</b>	
	16,562 (TA Support)	£19,297		

			<b>£24,037</b>	PP students close learning gaps while building confidence, resilience and emotional regulation.
<b>Targeted Academic Support (resources and interventions)</b>	£500	£305	<b>£500</b>	<p>This funding was used to pay for school funded Rocksteady placements where some pupil premium children were selected to participate. This helped our vulnerable children build confidence and learn a new instrument / singing skills. This initiative nurtured their creativity and empowered them to thrive through music. It supported their confidence which allowed them to build more confidence with their learning too.</p> <p>The decision to use this money to pay for Rock Steady was driven by pupil voice, where children expressed a strong interest in learning an instrument or singing in a band.</p>
<b>Wider Strategies (related to attendance, behaviour and wellbeing)</b>	<b>£8,395.13</b> £5700.23 (ELSA) £2694.90 (Home Link Worker)	£5,802 £2,746	<b>£8,257</b> <b>£5,625</b>  <b>£2,632</b>	<p>Our wider strategies addressed non-academic barriers to learning, helping PP pupils to fully engage in their education. The ELSA (Emotional Literacy Support Assistant) and Home Link Worker played key roles in improving attendance, behaviour, and well-being. The ELSA supported pupils with emotional regulation, anxiety, and social challenges, boosting confidence and classroom engagement. Meanwhile, our Home Link Worker supported families with attendance, routines, and well-being, leading to improved punctuality, fewer absences, and increased parental involvement.</p>
<b>Voucher Scheme (trips, clubs and uniform)</b>	£1,500	£1,266	<b>£2,000</b>	<p>The Voucher Scheme provided PP pupils with equal access to trips, extracurricular clubs, and school uniform, helping to remove financial barriers to participation. This initiative promoted social inclusion and enhanced engagement. Trips broadened pupils' experiences and supported learning beyond the classroom, while clubs offered opportunities to develop new skills, build confidence, and improve well-being. Uniform vouchers ensured pupils had appropriate attire, reducing stigma and fostering a sense of belonging. The scheme boosted confidence and encouraged active participation in school life. By eliminating financial barriers, PP pupils accessed a wider range of experiences, which supported both their social and academic development.</p> <p>Club participation was closely monitored to identify pupils who were not attending extracurricular activities, allowing us to</p>



				create further opportunities for them. Some Pupil Premium vouchers remained unspent, so regular reminders were sent to parents to encourage full use of the funding.
<b>Staffing – nursery (EYPP)</b>	£3,194	£2,629	£1,469	This allowed EYPP children to gain more individual support through improved staff-to-child ratios. Consistent staffing also helped create stronger relationships, boosting children's confidence and development.
<b>PP funding 2024-2025</b>	£49,713	£52,693	£63,640	Two children (1 PLAC and 1 CLA) joined in January 2025. Their funding was not given by Surrey as when queried, they stated that the income funding is based on the Oct 24 census and will not adjust for any new starters in January. The PLAC and CLA children were supported with settling into the new school and being supported with their wellbeing.
<b>EYPP Additional CLA / PLAC</b>	£3194 £0	£2,629 £0	£1,469	
<b>Total Adjustment to Income</b>	£52,907			
<b>Total</b>	<b>£52,907</b>	<b>£55,322</b>	<b>£65,109</b>	

<b>Pupil Premium Activity RAG Rating</b>	<b>Comment</b>
Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.	<b>Achieved and Ongoing:</b> Teachers accessed targeted CPD opportunities through internal and external training. This enhanced knowledge and skills, impacting on quality first teaching across the school. Leaders were able to identify gaps and next steps, which have been implemented on to the new SDP.
Continue to identify barriers for learning and set aspirational targets for children.	<b>Achieved and Ongoing:</b> Teachers continued to identify barriers to learning and set aspirational targets for pupils through both formative and summative assessments. This proactive approach allowed for informed discussions during pupil progress meetings. Tailored interventions, such as Phonics and Maths sessions, addressed learning gaps led by a teacher working across the school. In addition, high-quality books were gifted to all PP pupils to foster a love of reading.

To continue to strengthen whole school ethos and vision for disadvantaged.	<b>Achieved and Ongoing:</b> Staff had a strong understanding of the needs of disadvantaged pupils. To enhance this, vulnerable group registers were introduced in September, providing a clear overview of specific needs within each class. This initiative reinforced the whole-school ethos of supporting disadvantaged pupils. Furthermore, disadvantaged children were discussed in depth during Pupil Progress Meetings to ensure their gaps were closing
Internal interventions – additional reading, phonics and/ or maths using comprehensive materials.	<b>Achieved and Ongoing:</b> Interventions, including additional Reading, Phonics and Maths, were reviewed and planned by Year Team Leaders (YTLs) based on data analysis and Pupil Progress Meetings. PP pupils were prioritised by the Senior Leadership Team (SLT), YTLs and class teachers to ensure they received the best support for academic progress.
Provide pastoral support through ELSA to PP pupils, where needed.	<b>Achieved and Ongoing:</b> ELSA provided tailored support through 1:1 and group sessions, with additional assistance extended through parent calls and resources sent home. This approach had a positive impact on pupils' and families' social, emotional, and mental health (SEMH). 29% of Pupil Premium pupils received support from ELSA, contributing to their emotional well-being and engagement in school.
Provide Drawing for Talking Therapy to PP pupils, where needed.	<b>Achieved and Ongoing:</b> This intervention is designed for children unable to access ELSA intervention. It provides short-term therapy to help process trauma and emotional difficulties. The Drawing for Talking intervention was used by two pupils, neither of whom are PP but it was highly effective for the pupils who completed it.
Provide pastoral support through HSLW to PP families, where needed.	<b>Achieved and Ongoing:</b> The Home School Link Worker (HSLW) provided tailored support to vulnerable Pupil Premium pupils and their families, which was well received. 59% of PP pupils and their families benefitted from this support, leading to improved engagement and well-being.
Inclusion Service supporting school and working with vulnerable families to improve attendance	<b>Ongoing:</b> There is now no external Inclusion Service supporting the school therefore the school has created its own internal inclusion team using staff. PP attendance is approximate 2.7% lower than overall attendance and 0.1% lower than national attendance. However, the gap is improving and is being closely monitored. The Inclusion Team, HSLW, class teachers, and SLT have been working with individual students and families to improve attendance.
Supporting families' financially – voucher scheme  Each Pupil Premium child is issued with a £25 voucher per term – total across the year is £75 per child.	<b>Achieved / Ongoing:</b> The Total Pupil Premium funds available to spend for the Year was £2550. There was £1554.79 to be used in Summer Term (some carried funds over from Autumn and Spring, while some families overspent). 21 children used all or part of their voucher (62%) £357.90 used towards trips – 42% £43.6 used towards Clubs – 5% A total of £1153.29 was not spent (45%) 1 child did not spend any of their voucher  PP families will be reminded about how much they have to spend again at the beginning of the 2025/2026 academic year and this will be monitored closely to ensure all families are using their vouchers.

	Attendance at clubs was monitored closely this year, and it was noted that many PP children did not attend any extracurricular activities. As a result, a new, free lunchtime board game club was introduced to give the children an opportunity to take part. This helped build social skills, including turn taking, building friendships and develop confidence in a fun and supportive environment. Further opportunities for PP children to engage in a wider range of extracurricular activities will be explored in the next academic year.
Forest school for pupil premium children	<b>Achieved and ongoing:</b> All PP children completed Forest School, which had a positive impact on their wider experiences, life skills, and promoted mental health and resilience.
Rock Steady extra-curricular Club in school	<b>Achieved</b> 7 children were given school funded places / bursaries to access Rocksteady. This allowed some of our vulnerable children to build confidence and learn a new instrument. This also allowed some children, who did not attend any extra-curricular clubs, to experience extra-curricular sessions.

## Summer 2025 Attainment Results

Year 2 (60)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	19.4 (60)	19.1 (31)	19.8 (29)	18.9 (10)	19.5 (50)
	17 (28%)	10 (32%)	7 (24%)	3 (30%)	14 (28%)
	43 (72%)	21 (68%)	22 (76%)	7 (70%)	36 (72%)
	11 (18%)	7 (23%)	4 (14%)	0 (0%)	11 (22%)
Reading	19.3 (60)	18.7 (31)	19.8 (29)	18.6 (10)	19.4 (50)
	16 (27%)	9 (29%)	7 (24%)	3 (30%)	13 (26%)
	44 (73%)	22 (71%)	22 (76%)	7 (70%)	37 (74%)
	12 (20%)	6 (19%)	6 (21%)	1 (10%)	11 (22%)
Writing	18.9 (60)	18.4 (31)	19.5 (29)	18.3 (10)	19.0 (50)
	22 (37%)	14 (45%)	8 (28%)	5 (50%)	17 (34%)
	38 (63%)	17 (55%)	21 (72%)	5 (50%)	33 (66%)
	2 (3%)	0 (0%)	2 (7%)	1 (10%)	1 (2%)
Combined Average	19.20	18.73	19.70	18.60	19.30
At ARE for All Subjects	36 (60%)	17 (55%)	19 (66%)	5 (50%)	31 (62%)

Year 1 (87)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	16.6 (87)	16.5 (40)	16.7 (47)	16.0 (16)	16.7 (71)
	22 (25%)	10 (25%)	12 (26%)	8 (50%)	14 (20%)
	65 (75%)	30 (75%)	35 (74%)	8 (50%)	57 (80%)
	6 (7%)	4 (10%)	2 (4%)	0 (0%)	6 (8%)
Reading	16.6 (87)	16.3 (40)	16.9 (47)	15.9 (16)	16.8 (71)
	19 (22%)	12 (30%)	7 (15%)	5 (31%)	14 (20%)
	68 (78%)	28 (70%)	40 (85%)	11 (69%)	57 (80%)
	7 (8%)	2 (5%)	5 (11%)	0 (0%)	7 (10%)
Writing	16.5 (87)	16.1 (40)	16.8 (47)	15.8 (16)	16.6 (71)
	27 (31%)	17 (43%)	10 (21%)	8 (50%)	19 (27%)
	60 (69%)	23 (58%)	37 (79%)	8 (50%)	52 (73%)
	2 (2%)	0 (0%)	2 (4%)	0 (0%)	2 (3%)
Combined Average	16.57	16.30	16.80	15.90	16.70
At ARE for All Subjects	53 (61%)	22 (55%)	31 (66%)	7 (44%)	46 (65%)

All Year Groups	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	17 (28%)	10 (32%)	7 (24%)	3 (30%)	14 (28%)
	43 (72%)	21 (68%)	22 (76%)	7 (70%)	36 (72%)
	11 (18%)	7 (23%)	4 (14%)	0 (0%)	11 (22%)
Reading	16 (27%)	9 (29%)	7 (24%)	3 (30%)	13 (26%)
	44 (73%)	22 (71%)	22 (76%)	7 (70%)	37 (74%)
	12 (20%)	6 (19%)	6 (21%)	1 (10%)	11 (22%)
Writing	22 (37%)	14 (45%)	8 (28%)	5 (50%)	17 (34%)
	38 (63%)	17 (55%)	21 (72%)	5 (50%)	33 (66%)
	2 (3%)	0 (0%)	2 (7%)	1 (10%)	1 (2%)
At ARE for All Subjects	36 (60%)	17 (55%)	19 (66%)	5 (50%)	31 (62%)

# EYFS - DM - 17 Goals

	Year	Registration Group	Prime Areas							Specific Areas										On Tracker for GLD
			PSED - Self Regulation	PSED - Managing Self	PSED - Building Relationships	C&L - Listening, Attention and Understanding	C&L - Speaking	PD - Gross Motor Skills	PD - Fine Motor Skills	L - Comprehension	L - Word Reading	L - Writing	M - Number	M - Numerical Patterns	UW - Past and Present	UW - People, Culture and Communities	UW - The Natural World	EAD - Creating with Materials	EAD - Being Imaginative and Expressive	
	Nursery 1	N1	0-3 S	0-3 S	0-3 S	0-3 S	0-3 S	0-3 S	0-3 S	0-3 D	0-3 D	0-3 D	0-3 S	0-3 S	0-3 S	0-3 D	0-3 S	0-3 D	0-3 S	No
			Working At And Above	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	
			Working Above	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
			Working At	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	
			Working Toward	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%	

# EYFS - DM - 17 Goals

	Year	Registration Group	Prime Areas							Specific Areas										On Tracker for GLD
			PSED - Self Regulation	PSED - Managing Self	PSED - Building Relationships	C&L - Listening, Attention and Understanding	C&L - Speaking	PD - Gross Motor Skills	PD - Fine Motor Skills	L - Comprehension	L - Word Reading	L - Writing	M - Number	M - Numerical Patterns	UW - Past and Present	UW - People, Culture and Communities	UW - The Natural World	EAD - Creating with Materials	EAD - Being Imaginative and Expressive	
	Nursery 2	N2	3-4 E	3-4 D	3-4 D	3-4 D	3-4 E	3-4 S	3-4 D	3-4 B	3-4 E	3-4 E	3-4 D	3-4 D	3-4 E	3-4 E	3-4 E	3-4 E	3-4 D	No
	Nursery 2	N2	3-4 S	3-4 S	3-4 S	3-4 S	Rec E	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	Yes
	Nursery 2	N2	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	3-4 S	Yes
	Nursery 2	N2	3-4 S	3-4 S	3-4 S	3-4 D	3-4 D	3-4 S	3-4 D	3-4 D	3-4 D	3-4 D	3-4 D	3-4 D	3-4 S	3-4 S	3-4 S	3-4 D	3-4 D	No
			Working At And Above	75.00%	75.00%	75.00%	50.00%	100.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	75.00%	75.00%	75.00%	50.00%	50.00%	
			Working Above	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
			Working At	75.00%	75.00%	75.00%	50.00%	25.00%	100.00%	50.00%	50.00%	50.00%	50.00%	50.00%	75.00%	75.00%	75.00%	50.00%	50.00%	
			Working Toward	25.00%	25.00%	25.00%	50.00%	50.00%	0.00%	50.00%	50.00%	50.00%	50.00%	50.00%	25.00%	25.00%	25.00%	50.00%	50.00%	

# EYFS - DM - 17 Goals

	Year	Registration Group	Prime Areas							Specific Areas										On Tracker for GLD
			PSED - Self Regulation	PSED - Managing Self	PSED - Building Relationships	C&L - Listening, Attention and Understanding	C&L - Speaking	PD - Gross Motor Skills	PD - Fine Motor Skills	L - Comprehension	L - Word Reading	L - Writing	M - Number	M - Numerical Patterns	UW - Past and Present	UW - People, Culture and Communities	UW - The Natural World	EAD - Creating with Materials	EAD - Being Imaginative and Expressive	
	Reception	HDHG	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Yes
	Reception	ROBN	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Yes
	Reception	ROBN	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Yes
	Reception	ROBN	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Yes
	Reception	HDHG	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Rec S	Yes
	Reception	ROBN	Rec D	Rec D	Rec S	Rec S	Rec S	Rec S	Rec S	Rec D	Rec D	Rec D	Rec D	Rec D	Rec S	Rec S	Rec S	Rec S	Rec S	No
	Reception	HDHG	Rec D	Rec D	Rec S	Rec S	Rec S	Rec S	Rec S	Rec D	Rec E	Rec D	Rec E	Rec D	Rec S	Rec S	Rec S	Rec S	Rec S	No
			Working At And Above	71.43%	85.71%	100.00%	100.00%	100.00%	100.00%	85.71%	71.43%	71.43%	71.43%	71.43%	65.71%	100.00%	100.00%	100.00%	100.00%	
			Working Above	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
			Working At	71.43%	85.71%	100.00%	100.00%	100.00%	100.00%	85.71%	71.43%	71.43%	71.43%	71.43%	65.71%	100.00%	100.00%	100.00%	100.00%	
			Working Toward	28.57%	14.29%	0.00%	0.00%	0.00%	0.00%	14.29%	28.57%	28.57%	28.57%	28.57%	14.29%	0.00%	0.00%	0.00%	0.00%	

## Reception (no PP)

### EYFS - DM - 17 Goals

Areas of Learning & Development		Attainment								Progress				
		18-Sep-2024				18-Jul-2025				From 18-Sep-2024 To 18-Jul-2025				
52 Pupils		Matched Results	Pupils No ARE	Pupils Below ARE	Pupils At or Above ARE	Matched Results	Pupils No ARE	Pupils Below ARE	Pupils At or Above ARE	Matched Results	Pupils No ARE	Pupils Below Expected Progress	Pupils At Expected Progress	Pupils Above Expected Progress
Prime Areas	C&L - Listening, Attention and Understanding	0	0%	0%	0%	52	0%	19%	81%	0	0%	0%	0%	0%
	C&L - Speaking	0	0%	0%	0%	52	0%	13%	87%	0	0%	0%	0%	0%
	PD - Fine Motor Skills	0	0%	0%	0%	52	0%	8%	92%	0	0%	0%	0%	0%
	PD - Gross Motor Skills	0	0%	0%	0%	52	0%	6%	94%	0	0%	0%	0%	0%
	PSED - Building Relationships	0	0%	0%	0%	52	0%	8%	92%	0	0%	0%	0%	0%
	PSED - Managing Self	0	0%	0%	0%	52	0%	10%	90%	0	0%	0%	0%	0%
Specific Areas	PSED - Self Regulation	0	0%	0%	0%	52	0%	12%	88%	0	0%	0%	0%	0%
	EAD - Being Imaginative and Expressive	0	0%	0%	0%	52	0%	4%	96%	0	0%	0%	0%	0%
	EAD - Creating with Materials	0	0%	0%	0%	52	0%	4%	96%	0	0%	0%	0%	0%
	L - Comprehension	0	0%	0%	0%	52	0%	12%	88%	0	0%	0%	0%	0%
	L - Word Reading	0	0%	0%	0%	52	0%	17%	83%	0	0%	0%	0%	0%
	L - Writing	0	0%	0%	0%	52	0%	17%	83%	0	0%	0%	0%	0%
	M - Number	0	0%	0%	0%	52	0%	10%	90%	0	0%	0%	0%	0%
	M - Numerical Patterns	71	0%	0%	0%	52	0%	13%	87%	0	0%	0%	0%	0%
	UW - Past and Present	0	0%	0%	0%	52	0%	12%	88%	0	0%	0%	0%	0%
	UW - People, Culture and Communities	0	0%	0%	0%	52	0%	6%	94%	0	0%	0%	0%	0%
	UW - The Natural World	0	0%	0%	0%	52	0%	4%	96%	0	0%	0%	0%	0%
Pupil Premium		Free School Meals		Gender		EAL		BME		SEN		Term of Birth		
Yes	No	Yes	No	Male	Female	Yes	No	Yes	No	Yes	No	Autumn	Spring	Summer
0	52	0	52	24	28	4	48	8	44	3	49	25	9	18
0%	100%	0%	100%	46%	54%	8%	92%	15%	85%	6%	94%	48%	17%	35%

## Reception (PP)

EYFS - DM - 17 Goals

Areas of Learning & Development		Attainment								Progress				
		18-Sep-2024				18-Jul-2025				From 18-Sep-2024 To 18-Jul-2025				
		Matched Results	Pupils No ARE	Pupils Below ARE	Pupils At or Above ARE	Matched Results	Pupils No ARE	Pupils Below ARE	Pupils At or Above ARE	Matched Results	Pupils No ARE	Pupils Below Expected Progress	Pupils At Expected Progress	Pupils Above Expected Progress
Prime Areas	C&L - Listening, Attention and Understanding	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	C&L - Speaking	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	PD - Fine Motor Skills	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	PD - Gross Motor Skills	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	PSED - Building Relationships	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	PSED - Managing Self	0	0%	0%	0%	7	0%	14%	86%	0	0%	0%	0%	0%
Specific Areas	PSED - Self Regulation	0	0%	0%	0%	7	0%	29%	71%	0	0%	0%	0%	0%
	EAD - Being Imaginative and Expressive	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	EAD - Creating with Materials	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	L - Comprehension	0	0%	0%	0%	7	0%	14%	86%	0	0%	0%	0%	0%
	L - Word Reading	0	0%	0%	0%	7	0%	29%	71%	0	0%	0%	0%	0%
	L - Writing	0	0%	0%	0%	7	0%	29%	71%	0	0%	0%	0%	0%
	M - Number	0	0%	0%	0%	7	0%	29%	71%	0	0%	0%	0%	0%
	M - Numerical Patterns	0	0%	0%	0%	7	0%	29%	71%	0	0%	0%	0%	0%
	UTW - Past and Present	0	0%	0%	0%	7	0%	14%	86%	0	0%	0%	0%	0%
	UTW - People, Culture and Communities	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%
	UTW - The Natural World	0	0%	0%	0%	7	0%	0%	100%	0	0%	0%	0%	0%

  

Pupil Premium		Free School Meals		Gender		EAL		BME		SEN		Term of Birth		
Yes	No	Yes	No	Male	Female	Yes	No	Yes	No	Yes	No	Autumn	Spring	Summer
7	0	5	2	0	7	2	5	2	5	1	6	1	3	3
100%	0%	71%	29%	0%	100%	29%	71%	29%	71%	14%	86%	14%	43%	43%

## Externally provided programmes

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

Programme	Provider
N/A	
N/A	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A