

Pupil premium strategy statement - Robert Browning

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Robert Browning Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kate Wooder
Pupil premium lead	Anna Mulhern
Governor / Trustee lead	Ali McCulloch and Noor Rassam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,640

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas relative to their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low oracy and listening skills. Assessments and observations show that children enter the school well below the age expected level in communication and language. Last academic year, only 48% of the reception cohort achieved the ELG for Communication and Language. Across the school, of the children who are on the SEN register, 85% have speech, language and communication needs.
2	Low attainment in reading, writing and maths. Assessments and observations show that across the school, fewer pupil premium children achieve the expected level for reading, writing and maths than their non disadvantaged peers. This gap begins to close as the children move through the school but they do not achieve as well as their non disadvantaged peers.

3	Emotional wellbeing and resilience. Due to the cost of living crisis, all children's emotional wellbeing and resilience has been affected. More children have been referred by parents, teachers or support staff for learning mentor group or individual social emotional support both during and following the academic year 20-21. Support needs to be in place for all children, including those disadvantaged to help with this.
4	Achieving Greater Depth. Fewer disadvantaged children achieve greater depth than their non disadvantaged peers.
5.	<p>School readiness: Nursery and Reception Our assessments and observations indicate that the education, well being and life skills of many of our disadvantaged pupils are lower than their non-dis disadvantaged peers. These findings are supported by national studies.</p> <p>The EYFS curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up in PSED, CL. PD and toileting skills, including raising parents' awareness of the HLE (Home learning Environment).</p> <p>Parental engagement with school and services available within the local community is lower than in more affluent areas. Over 90% of children within our school community are in the top 20% most deprived in the country.</p>
6	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. Attendance of pupil premium children with an EHCP is 88.8% which is significantly lower than their non disadvantaged peers.
7	Parents not reading regularly with their children at home. We recognise that children who are supported with reading (for both learning and pleasure) at home achieve better in school. We have noted that many of the children who do not read regularly at home are disadvantaged.

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
1. For targeted children to develop oracy and listening skills to access a broad and balanced curriculum.	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils (CLL in Nursery and Reception). This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.
2. Targeted children make at least expected progress in reading, writing and maths. All children (including those disadvantaged) are supported to reach age related expectations in reading, writing and maths	<p>Pupil premium children make progress in line with their non disadvantaged peers.</p> <p>Pupil premium children make at least the expected progress in reading, writing and maths.</p> <p>Target of 80% of children are at age related for reading, writing and maths</p> <p>Pupil premium children are able to make expected progress and reach age related expectations by July 2026</p>
3. Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<p>Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case.</p> <p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>
4. Targeted children have access to teaching that challenges and deepens	More pupil premium children reach greater depth in reading, writing and maths.

their understanding in all curriculum areas and more children achieve greater depth.	Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of whole class and small group teaching.
5. Targeted children and their families are supported to develop the skills necessary to be school ready and access the curriculum.	Targeted children make accelerated progress in the prime areas of learning in EYFS.
6. All children attend school in line with national data at 98% or higher.-families understand the importance of regular attendance and punctuality	<p>Whole school attendance improves - target of 98%</p> <p>Whole school punctuality improves</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children.</p> <p>Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%</p> <p>Increased numbers of children receive a wristband for 100% attendance and punctuality each term. Half termly hamper raffle as an incentive for families with children whose attendance has been 98% or over during each half-termly period.</p>
7. To develop parents confidence to support their children with reading at home	<p>Parents are informed and able to ask for help with their children's reading at home</p> <p>Parents attend 'Reading cafes' and phonics workshops</p> <p>More children are entered into the reading Raffle each week for reading at home</p> <p>More children are able to talk to LT about the books they are reading at home</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: £20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5
SLT and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings More able and talented children identified across the curriculum	Support from curriculum leaders and specific subject leaders enables teachers to identify ways to support children achieve greater depth across a range of subjects. Book looks, learning walks and lesson observations show children being challenged across the curriculum. Identifying children's strengths and talents enables them to be targeted for specific enrichment activities, extracurricular events and additional support both in and out of class to help them to achieve greater depth.	4,2

<p>Speech and language therapist in school weekly - trains staff in EYFS, KS1 and KS2 to run intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills.</p> <p>Home Learning Environment</p> <p>Class working walls include key vocabulary.</p> <p>TAs in every classroom running targeted groups and also questioning, clarifying, remodelling and explaining language to target children during lessons.</p> <p>Communicate in print is used to support vocabulary development.</p> <p>Early Words Together Group</p> <p>Wellcomm Toolkit</p>	<p>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:</p> <p>Oral language interventions EEF (education endowment foundation.org.uk)</p> <p>Parents developing the home learning environment is a focus during stay and play sessions for parents in nursery and reception. Parents are supported to sign up to reading programmes such as the Imagination Library, local library and Father's Reading programme.</p> <p>https://assets.publishing.service.gov.uk/media/68b1b830d723ba6f74dba81f/The_home_learning_environment_and_attainment_research_report.pdf</p> <p>TAs enable children to develop their vocabulary and access the learning through targeted support during whole class teaching. This enables children to develop their language skills preventing paucity of language becoming a barrier.</p> <p>The Wellcomm Toolkit is a speech and language assessment used by educators and health professionals to identify and support children with potential speech, language, and communication (SLC) difficulties, primarily in the early years. It uses a traffic-light system to flag children for immediate intervention or further support, providing a range of customised, play-based activities to help address their specific needs.</p>	1,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 66,290

Activity		Evidence that supports this approach	Challenge number (s) addressed
<p>Quality first teaching every day.</p> <p>Small phonics groups daily in year 1/2 and resource base (1 x SLT), half termly assessments</p> <p>Reading groups daily in year 1 (SLT)</p> <p>SEN reading group 3 x weekly in Y5/6</p>		<p>The best available evidence indicates that quality first, everyday teaching has the greatest impact on pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils,</p>	2, 5

<p>(additional teacher-SLT)</p> <p>Targeted support in Y6 LT every morning for maths/English.</p> <p>Year 6 booster classes x 2 1 hour sessions weekly (1 day LT, 1 day ML)</p>		<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, including in small groups Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Phonics baseline in EYFS, y1 and y2</p> <p>Tests once children have settled in KS2 to establish baseline and Gaps</p> <p>Teachers plan and target support to close the gaps and make links to prior learning.</p>		<p>Accurate assessment of the children's current levels informs teaching and gaps to be filled.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	5
<p>Booster/small group support from LT for greater depth children</p>		<p>School data shows that children targeted for greater depth are more likely to achieve it.</p>	4,2
<p>Class working walls include key vocabulary.</p> <p>A teaching assistant in every class to run targeted groups and also to question, clarify, remodel, explain language to target children during lesson time</p> <p>TA trained by a trained Dyslexia Teacher to run word meaning and spelling intervention.</p> <p>Early intervention and screening for children showing signs of dyslexia</p>		<p>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: Oral language interventions EEF (education endowment foundation.org.uk)</p> <p>TAs run interventions and provide in class support for targeted children which improves children's outcomes (evidence from class tracking and progress notes) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>SENCO to support staff with early identification of dyslexia through CPD. Teacher/SENCO to screen children to ensure that the correct access arrangements and provision can be put in place.</p>	1, 2, 4

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

Budgeted cost: £57,549.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice (including strategies outlined below)</p> <p>Half termly rainbow wristbands for perfect attendance and punctuality</p> <p>Attendance and punctuality certificates shared in assembly and also in the school newsletter.</p> <p>Focus on Every Learning Minute counts in assemblies and in parent teacher meetings.</p> <p>Half-termly attendance hamper raffle, to encourage families to bring their children to school every day on time.</p> <p>TAS meetings with Family Early Help service including a SEWO (Senior Education Welfare Office)</p> <p>No term time leave authorised unless exceptional circumstances</p> <p>Weekly tracking of children who are persistent absentees (below 90%) and warning letters home</p> <p>Attendance phone calls/letters home to parents whose children are persistently absent to identify reasons and offer support.</p> <p>Stage 1 support for families from learning mentor team to ensure regular attendance at school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attending school regularly supports better outcomes for children. Children are highly motivated by the wristband system, parents request resources to use at home to support attendance and punctuality at school.</p>	6
<p>Phonics books sent home with questions in for parents to ask their children</p> <p>Children to have one reading for pleasure book and one book at the correct phonic level to take home</p> <p>Weekly reading raffle for children who read regularly at home</p>	<p>Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.</p> <p>Children are motivated by the reading raffle - opportunities to win a storybook of their choice.</p> <p>Children who are supported with reading at home, including those who are read to regularly by their families, achieve better than those who do not.</p>	7

<p>Curriculum cafes/meet the teacher and parent teacher meetings for each year group to support parents</p> <p>Children who are not reading regularly at home are identified and supported with reading intervention in school</p>	<p>Guidance from Ofsted and the DfE states that children in Rec, Year 1 and Year 2 should read books that are matched to their phonic ability which will enable them to achieve and make progress.</p> <p>Evidence shows that children who are read to or are able to read at home become committed and enthusiastic readers which in turn will enable them to make good progress in reading.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf</p>	
<p>Learning mentor/ELSA support/Play therapy for targeted children with emotional well being and resilience</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 3
<p>P4C sessions</p> <p>PSHE lessons</p> <p>Groundwork CAMHS support for children and families</p> <p>Drawing and Talking</p> <p>1:1 sessions</p> <p>Daily mile</p> <p>Emotions boards/zones of regulation in classes</p> <p>Life skills groups</p> <p>Social skills groups</p> <p>Three TAs trained and delivering ELSA with regular supervision from the EP service.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mental Health Support Teams (Groundwork) are part of a governmental initiative to transform children and young people's mental health, which is being rolled out to 400 localities nationwide by 2023, with the aim of promoting access to mental health services and improving children and young people's wellbeing.</p> <p>P4C provides structure to children's speaking, listening and thinking skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence.</p> <p>The Daily Mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.</p>	3, 1

Total budgeted cost: £144,409

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Review
1. For targeted children to develop oracy and listening skills to access a broad and balanced curriculum.	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils (CLL in Nursery and Reception). This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.	<p>The EYFS team and Inclusion Officer focused on early identification of SALT needs. They completed the Wellcomm training and all children in Reception were screened using the Wellcomm tool. The team was supported by a Speech and Language Therapist. The screening tool gives the children a RAG rating</p> <p>Green: The child's language skills are age-appropriate, and no intervention is currently required.</p> <p>Amber:The child shows a slight delay and requires extra support and intervention to improve their language skills.</p> <p>Red: The child is significantly delayed and needs more intensive support, and a referral to a specialist service for further assessment should be considered.</p> <p>14 children were assessed at two points across the year. 11 of these children were also in receipt of pupil premium. In the initial screening 0 children were assessed as Green, 6 children were Amber and 8 Children were Red. 29% of children within this cohort were working 1 step below. 71% were 2 or more steps below.</p> <p>SALT sessions devised by the Speech and Language therapist were used to support children who were Amber/Red.</p> <p>The final screening showed that everyone within this group made progress with their speech and language. 2 children were green, 5 children were amber and 7 children were red. By the end of the intervention 64% of children</p>

		<p>were working 1 step below. 21% were 2 or more steps below.</p> <p>2024-2025: 61% of children within this cohort were in receipt of pupil premium. The reception children entered with 33% on track for C&L and ended the year with 48% on track. 78% of children within this cohort made expected progress or better. This cohort had a very high level of children with EAL 55% and SEND 44%.</p>
<p>2. Targeted children make at least expected progress in reading, writing and maths.</p>	<p>Pupil premium children make progress in line with their non disadvantaged peers.</p> <p>Pupil premium children make at least the expected progress in reading, writing and maths.</p>	<p><u>See Disadvantaged Grid Below:</u></p> <p>The number of children entitled to Pupil Premium increased by 4% across the school year. High numbers of our pupil premium children also have an EHCP or SEND which impacts whether they are working at age related expectations. 54% of our EHCP children in 24-25 were also in receipt of pupil premium funding. All pupils in reception who were entitled to pupil premium achieved the expected level of development. In Year 1, pupil premium and non pupil premium children's attainment was broadly in line with one another. Year 2 pupil premium pupils performed better in maths and English than pupils who are not entitled to pupil premium. In Year 3 non-pupil premium pupils performed better however it is important to add that this year group had a very high proportion of pupil premium children (17) and of these 17 children 12 were also SEN (2 with EHCPs). In Year 4, 16 children were entitled to pupil premium, of these 16 children 3 children had EHCPs and 3 children were on SEND support which impacted on them achieving age-related expectations. In Year 5, pupil premium children performed broadly in line with their non-pupil premium peers. In Year 6-10/11 pupil premium children were also SEND with 4 of these children having EHCPs. This accounts for the lower results for pupil premium children in this cohort.</p>
<p>3. Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.</p>	<p>Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case.</p> <p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>	<p>The children's surveys dated November 2024 show that 88.8% of children felt safe at school. 93.6% of children said that staff were friendly and that they could talk to them. 91.2% of children know what to do if someone is being unkind. Over 30 children regularly attended the lunch clubs run by the learning mentors on a daily basis.</p>

4. Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.	<p>More pupil premium children reach greater depth in reading, writing and maths.</p> <p>Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of whole class and small group teaching.</p>	Please see the data from the Head's report below (Disadvantaged groups)
5. Targeted children and their families are supported to develop the skills necessary to be school ready and access the curriculum.	Targeted children make accelerated progress in the prime areas of learning in EYFS.	Please see the EYFS progress table below. The children who did not make expected progress in reception, now have EHCPs with two now attending specialist provisions.
6. All children attend school in line with national data at 98% or higher.-families understand the importance of regular attendance and punctuality	<p>Whole school attendance improves - target of 98%</p> <p>Whole school punctuality improves</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children.</p>	<p>Please see table below for year by year comparison of pupil premium and non-pupil premium attendance.</p> <p>Pupil Premium attendance was slightly lower than non-pupil premium children. However, pupil premium attendance was close to the national average for attendance for 2024-2025 (94.8%).</p> <p>We worked closely with FEH for 2 families. We have regularly met with the families of children with attendance below 90% and have also sent warning letters to families of children with attendance that is below 95%. We discussed families for whom attendance was a concern in the TAS with FEH and EIT.</p> <p>Families were incentivised to attend school regularly through the attendance raffle hamper. Weekly assemblies and parent teacher meetings were used to highlight the importance of regular, timely attendance at school.</p> <p>Children received wristbands for 100% attendance each half term.</p>
7. To develop parents confidence to support their children with reading at home	<p>Parents are informed and able to ask for help with their children's reading at home</p> <p>Parents attend 'Reading cafes' and phonics workshops</p> <p>More children are entered into the reading Raffle each week for reading at home</p> <p>More children are able to talk to LT about the books they are reading at home</p>	<p>Parent surveys Nov 2024-over 97% of the 117 parents who returned their surveys agreed with the following statements:</p> <ul style="list-style-type: none"> • Staff are approachable and make me feel welcome • The school helps me to support my child's learning • My child is learning and making progress <p>This indicates that parents/carers feel able to speak to staff regarding how best to support their children with home learning.</p> <p>At 'Meet the Teacher' sessions in September 2024 the majority of parents/carers attended. Parents/carers were informed about the expectations for reading at home.</p>

		<p>The local library attended the school to invite the children to take part in the summer reading project. This was also shared with parents during our 'planning your summer holidays' focused meeting with Groundwork.</p> <p>After consultation with staff, curriculum cafes replaced reading cafes. These were well attended and were the first opportunity that families had to come into school in person.</p> <p>Our EYFS teacher embedded phonics support for parents and carers into weekly stay and play sessions.</p> <p>Children who were not reading regularly at home were recorded on the provision map each term. This showed an improvement. 7 children who were not reading regularly at the beginning of the year were doing this by the summer term. A small number of families had circumstances that made reading at home challenging, these children were picked up for 1:1 reading in school.</p> <p>The children continue to be enthusiastic about the weekly reading raffle which meant more children were reading regularly at home in order to be entered into the raffle.</p> <p>Teachers communicated directly with parents regarding how best to support reading at home.</p>

Disadvantaged Grid

RB	Reading		Writing		Maths	
July 25	PP	Non PP	PP	Non PP	PP	Non PP
N	1/1 100%	3/8 38%	1/1 100%	3/8 38%	1/1 100%	2/8 25%
R	5/5 100%	5/15 33%	5/5 100%	5/15 33%	5/5 100%	5/15 33%
Year 1 (9)	6/9 67%	11/16 69%	4/9 44%	9/16 56%	6/9 67%	11/16 69%
Year 2 (11)	8/11 73%	8/12 67%	6/11 54%	8/12 67%	9/11 82%	8/12 67%

Year 3 (17)	9/17 53%	9/12 75%	8/17 47%	7/12 58%	9/17 53%	9/12 75%
Year 4 (16)	6/16 38%	6/9 67%	5/16 31%	6/9 67%	9/16 56%	6/9 67%
Year 5 (18)	9/18 50%	6/12 50%	9/18 50%	5/12 42%	10/18 55%	6/12 50%
Year 6 (11)	2/11 18%	14/18 78%	2/11 18%	13/18 72%	1/11 9%	12/18 67%

2024-25			
Nursery On Entry: 9 children (6 of whom who are new to the setting): 22% entered at 36-48 months, 67% entered within 24-36 months with 1 (11%) child working at a very early level of development.			
Area of learning:	ARE on entry:	Current ARE:	% expected progress:
PSED	22%	33% 3/9	100%
Communication and Language	33%	33% 3/9	100%
Literacy	33%	44% 4/9	89%
Maths	33%	33% 3/9	100%
Reception On Entry: 18 children: (4 new to the setting in September), 17% entered at 48-60 months, 22% at 36-48 months and 61% well below.			
Area of learning:	ARE on entry:	Current ARE:	% expected progress:
PSED	39% 7/18	48% (10/21)	85%
Communication and Language	33% 6/18	48% (10/21)	75%
Literacy	22% 5/18	48% (10/21)	90%
Maths	33% 6/18	52% (11/21)	90%
GLD 24+	NA	48%	N/A

RB Attendance	22-23	23-24	24-25
Whole school	94.4%	95.2%	94.7%
Girls	93.7%	95.7%	95.3%
Boys	95%	94.7%	94.01%
Pupil premium	94.2%	94.8%	94.34%
Non pupil premium	94.5%	94.6%	95.9%
SEN Support	94.2%	94.5%	93.69%
EHCP	93.6%	94.8%	93.68%