

# CRESCENT PRIMARY SCHOOL

## Pupil Premium STATEMENT Autumn Term 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils (PP) and others who require support.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and over the longer term of 3 years (2024-27 – this is the second year of the plan)

### School overview

Detail	Data
School name	Crescent Primary School
Number of pupils in school	September 2024 – 432 January 2025 – 445 April 2025 – 449 End of July 2025 – 451 September 2025 – 430 January 2026 - 429
Proportion (%) of pupil premium eligible pupils	September 2024 – 39% January 2025 – 37% April 2025 – 42% July 2025 – 42% September 2025 – 35% January 2026 – 39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 Currently – 2025/26 (second year of plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 (2027) (Interim Reviews termly)
Statement authorised by	Martin Senior (Chair of Govs)
Pupil premium lead	Rachel Spray
Governor / Trustee lead	Martin Senior (Chair of Govs)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,760 (2024-205) £230,280 (2025-206)

<b>Recovery premium funding allocation this academic year</b> Recovery Premium is additional funding just for this academic year to support schools with education recovery following COVID-19. The recovery premium will be allocated using the same data as the Pupil Premium – i.e. those children who are eligible for FSM or have been eligible in the last 6 years, LAC or post LAC - £145 for each eligible pupil in mainstream education	£11,636 (2024-2025)
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£ 0
<b>Total budget for this academic year</b>	£230,280.00

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Crescent Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. 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 or family service worker. As a Leadership Team, we have made the informed decision to employ a full-time Family Support Worker and a Pastoral Support Teaching Assistant as the level of need within our school community is significant.

High-quality 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified

Our whole school curriculum has recently undergone a major review to ensure that it is driven by up-to-date pedagogy and curriculum research. The curriculum comprises of planned sequences of learning that we deliver to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school provides to enrich experiences for the children. It also includes the 'hidden curriculum', that is, what the children learn from the way they are valued and the way they are expected to behave. We aim to teach children how to grow into positive, responsible individuals, who can work and co-operate with others, whilst developing curiosity, knowledge and skills, to become the best versions of themselves.

At Crescent Primary, the curriculum intends to provide all children with the tools to achieve and succeed as they move along their journey in education; happiness, success and learning for life.

 <p>Healthy bodies, healthy minds</p>	 <p>WONDERFUL WORDS</p>	 <p>***** CREATING CONNECTIONS *****</p>	 <p>Our place in our world!</p>	 <p>Dream BIG</p>	 <p>CRESCENT VALUES</p>
Personal Development Self-regulation Self-care Being me Independence Uniqueness	Learning to learn Language Oracy Vocabulary	Empathy Relationships Respect Tolerance Collaboration Understanding Making learning connections	Cultural Heritage Community Global citizens The environment	Future aspirations Ambition Possibilities Hope Drive Determination dreams	Individual liberty Democracy Mutual Respect The Rule of Law Tolerance Growth Mindset

Our school mission statement is **Happiness, Success and Learning for Life** for all through a focus on clear aims and values

- C**elebrate achievements
- R**esponsible, co-operative, independent citizens
- E**njoyment—happy, safe and supported
- S**uccess - fulfil our potential
- C**urriculum - broad, balanced, relevant & exciting!
- E**ncouraging - self belief and aspirational
- N**urturing - high self esteem - give & create smiles
- T**olerance & understanding
  
- P**artnership with parents & the community
- R**espect - each other & the environment
- I**nclusive - value everyone's contribution!
- M**ake progress! Achieve high standards
- A**ttitude - positive, co-operative, thoughtful, questioning
- R**ealistic - high aims and expectations
- Y**ou can do it! Be the best that you can be!

## Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation in the local area mean limited experiences and cultural capital for pupils outside the immediate community
2	Attainment gap between PP and non-PP in reading, phonics, writing and maths
3	Attainment of PP pupils leaving EYFS is low (GLD)
4	Mental health and domestic situations (including ACEs) affects learning
5	Attendance of Pupil Premium children is below our attendance target and that of non-PP children. High levels of persistent absenteeism of some PP children

## 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
To provide extra-curricular opportunities for PP children and a broad and balanced curriculum with a focus on cultural capital.	PP children take up opportunities to take part in extracurricular activities. PP children take part in a range of activities to develop further their cultural capital
The gap between PP and non-PP in reading, writing and maths is narrowed	The gap between PP and non-PP in Reading is less than 10% Writing is less than 10% Maths is less than 5%
The number of PP children attaining GLD compared to non-PP children is increased	The difference between PP and non-PP children attaining GLD is less than 25%
The support available to those PP children and their families who have been negatively impacted by COVID 19 is increased	Support is provided, through our school community, for all PP children and their families who have been negatively impacted by Covid 19
Attendance of PP children is in line with our attendance target and not adversely different to non PP children	Attendance of PP children is 96% or above (93% in 2024 - whole school target is 96%)  Attendance of Persistent Absentees who are PP is improved to less than 25%  Attendance % of PP children who are PA is closer to that of non-PP children who are PA (29% and 15% - 23/24 data)

### 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: £6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teaching & Learning staff linked to the SIP ie Autism Awareness, Behaviour, SEND etc ( <a href="https://www.em-edsupport.org.uk/">https://www.em-edsupport.org.uk/</a> )	The EEF's Effective Professional Development Guidance report highlights essential building blocks – or mechanisms – which can help to bring about changes in teachers' behaviours and improve pupil outcomes. The mechanisms can be divided in to 4 key groups: Build Knowledge, Motivate Teachers, Develop Teacher Techniques and Embed Practice  <a href="https://educationendowmentfoundation.org.uk/news/maximising-professional-development">https://educationendowmentfoundation.org.uk/news/maximising-professional-development</a>	2,3

	Autumn 25 – Ongoing CPD provided – see training record Autumn Term Data– Appendix 1	
	Spring 26 –	
	Summer 26 –	
CPD for EYFS Leader – 3 day networks throughout the year	EEF research demonstrates that Early Language and a focus upon adult interactions are low cost but high benefit.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a>	2, 3
Focus on Oracy in the SIP	Autumn 25 - SIP Focus for 2024 – 2025 – continued focus in the setting EYFS Leader Network (LA and Collaboration) attended CPD provided for EYFS Staff – see Training record / Termly planner. CPD support provided by the EYFS leader for other schools and leaders	
CPD for the Foundation Stage team using up to date pedagogy and practise	Spring 26 -	
	Summer 26 -	

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

**Budgeted cost: £120,00.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Swift intervention for learners in line with quality first teaching.</p> <p>Two adults present in the classroom during T&amp;L times throughout the day in every class</p>	<p>EEF evidence indicates well placed and well trained teaching assistant interventions can be effective when targeted children are identified and targeted interventions are in place with children gaining on average 4 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve An additional 6+ months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a></p> <p>EEF Research shows that the effective deployment of Teaching Assistants (TAs) can bolster schools' attempts to close the attainment gap</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants</a></p>	2,3,4

	Autumn 25 - 1 X TA per class allocated + additional SEND support TA's and LSA's ( 26 x TA's / LSA's employed + 1 TA (mat leave cover) + 1 Full Time FSW)	
<p>Teachers and TAs leading small group/interventions with pupils (following pupil progress review meetings)</p> <p>for example, phonics groups, reading Groups</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>EEF Research shows that the effective deployment of Teaching Assistants (TAs) can bolster schools' attempts to close the attainment gap</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants</a></p>	2,3,4
	<p>Autumn 25 – Interventions monitored through Pupil Progress Meetings Evidence seen in Subject Leader Monitoring and SLT Book Looks. Evidence seen in Assessment Data</p>	
	Spring 26 -	
	Summer 26 –	
<p>Provide opportunities for targeted support for PP children showing challenging behaviour (especially during unstructured times) through the employment of a Pastoral Support TA, the introduction of 'Zones of Regulation', Adult to children Ratios during unstructured times, TA support in each classroom</p>	<p>EEF Research shows that schools can improve behaviour by:</p> <ul style="list-style-type: none"> <li>Knowing and understanding pupils and their influences</li> <li>Teaching learning behaviours alongside managing misbehaviour</li> <li>Use classroom management strategies to support good classroom behaviour</li> <li>Use simple approaches as part of your regular routine</li> <li>Use targeted approaches to meet the needs of individuals in your school</li> <li>Understand that consistency is key</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	2,3,4,
	Autumn 25– Targeted Support TA / LSA Team (See 'Behaviour on a Page')	
	Spring 26 -	
	Summer 26–	

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

**Budgeted cost: £110,280.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who require targeted support with their behaviour / emotions carry out a programme of work with a Teaching Assistant	EEF Research shows that schools can improve behaviour by: Knowing and understanding pupils and their influences Teaching learning behaviours alongside managing misbehaviour Use classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine Use targeted approaches to meet the needs of individuals in your school Understand that consistency is key  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	2,3,4,5
	Autumn 25 – Targeted Support by TA / LSA Team (See ‘Behaviour on a Page’) incl ELSA & Drawing & Talking interventions	
	Spring 26 –	
	Summer 26 –	
Teaching Assistant support in After-School clubs led by sports coaches (PP children encouraged to attend)	Physical activity has important benefits in terms of health, wellbeing and physical development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1,4,5
	Autumn 25 – Full Programme of Clubs run throughout the term – open to all children and subsidised by PP funding. TA’s paid to support / lead clubs as overtime. Appendix 3 - full list of clubs for the Autumn Term	
	Spring 26 –	
	Summer 26 –	
2 x trained ELSA TA’s work with individual children to:  Develop coping strategies and talk about difficulties. * Interact more successfully with others. * Develop greater self-awareness manage school better and feel better about themselves. * Pupils with an ELSA feel they have been listened to and supported.	EEF shows social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2,4,5
	Autumn 25 - ELSA Intervention & Drawing & Talking Intervention completed throughout the term	
	Spring 26 –	
	Summer 26	

1 x trained TA to work with individual children on a Drawing & Talking intervention		
Breakfast bagels Free breakfast bagel every day to all children ensuring they have had something substantial to eat before beginning their learning every day.	<p>EEF shows that eating a healthy breakfast and having a positive start to the school day can increase production, concentration and in turn progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast%20provision">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast%20provision</a></p> <p><a href="https://family-action.org.uk/breakfast-at-home/">https://family-action.org.uk/breakfast-at-home/</a></p> <p>Autumn 25 - 'Bagel Bar' open daily throughout the term – open to all children in school 30 - 40 children attend and additional paid Breakfast Club daily</p> <p>Spring 26 -</p> <p>Summer 26 –</p>	1,2,3,4,5
Programmes are sort and provided by school to ensure children understand how to make healthy life choices ie DAaRT, bikeability, balance bike training, healthy lifestyle club	<p>Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Autumn 25 – DAaRT (Y6) and Bikeability (Y5) completed this term</p> <p>Spring 26-</p> <p>Summer 26 -</p>	1,2,4,5
Attendance is tracked and monitored by the FSW and HT weekly and support provided for children and families as required	<p>EEF research shows the high impact of tracking attendance and working closely with parents/ carers in order to ensure good attendance for children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>Autumn 25 – See Appendix 2</p> <p>Spring 26 -</p> <p>Summer 26 –</p>	2,3,4,5

<p>Life experiences for all children (incl EYFS) are enhanced through the curriculum including visitors into school and visits out of school eg exotic animals, planetarium, museums</p> <p>Visits out of school are enabled by the running and upkeep of a school mini bus</p>	<p>The 'wider curriculum' refers to an experience of learning which goes beyond the limitations of the National Curriculum and links to our School curriculum drivers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1,2,3,4,5
	<p>Autumn 25 – Examples this term: Sports Competitions completed throughout the term in all year groups, Whole School Panto Visit, Visitors to assembly (ICIS, Rev. Parris), Jingle Jog, John Eastwood Hospice Fundraiser (see Enrichment Board in the top library)</p>	
	<p>Spring 26 –</p>	
	<p>Summer 26 –</p>	

**Total budgeted cost: £230,280.00**

## 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	End of year review
To provide extra-curricular opportunities for PP children and a broad and balanced curriculum with a focus on cultural capital.	PP children take up opportunities to take part in extracurricular activities. PP children take part in a range of activities to develop further their cultural capital	The number of opportunities for PP children to access extra curricular clubs has increased this year (See Appendix) Cultural Capital opportunities have been made available in each year group and linked to curriculum learning.
The gap between PP and non-PP in reading, writing and maths is narrowed	The gap between PP and non-PP in Reading is less than 10% Writing is less than 10% Maths is less than 5%	Y6 SATS results show the gap between PP and non-PP in Reading is 8% Writing is 14% Maths is 8%
The number of PP children attaining GLD compared to non-PP children is increased	The difference between PP and non-PP children attaining GLD is less than 25%	The difference between PP and non-PP children attaining GLD is 34%
The support available to those PP children and their families who have been negatively impacted by COVID 19 is increased	Support is provided, through our school community, for all PP children and their families who have been negatively impacted by Covid 19	Continued support is provided for families through work with the FSM Bagels are available for all PP children for breakfast daily. Support for accessing support through referrals to outside agencies is provided.
Attendance of PP children is in line with our attendance target and not adversely different to non PP children	Attendance of PP children is 96% or above (94% in 2025 - whole school target is 96%)	Attendance of PP children is 93% (93% in 2024) Attendance of Persistent Absentees who are PP is 27%

	Attendance of Persistent Absentees who are PP is improved to less than 25%	Attendance % of PP children who are PA is 27% compared to that of non-PP children who are PA 10% (29% and 15% - 23/24 data)
	Attendance % of PP children who are PA is closer to that of non-PP children who are PA (29% and 15% - 23/24 data)	

## This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

Data shows that the initiatives and support put in place to support PP children have been effective as the target for more PP children to achieve ARE term upon term was successful. The gap between PP and non PP children is less than the identified target in some areas.

PP Data for Y6 - July 2025	Pupil Premium	Not Pupil Premium	Difference
Maths	78%	86%	-8% (0% in 2024)
Reading	78%	86%	-8% (-17% in 2024)
SPAG	74%	85%	-11 (-11% in 2024)
Writing	68%	82%	-14% (+4% in 2024)

Data shows a positive outcome for the children at the end of the Foundation Stage with more PP children attaining GLD. CPD has been carried out by the EYFS leader in order to collaborate and further develop provision to promote GLD.

The employment TA's and LSAs this academic year has allowed children to access support as required on a 1:1 or small group basis based on regulating emotions and at the same time allowing Teachers and TA's to focus on T&L in the classroom. A focus on 'Zones of Regulation' and weekly 'Healthy Minds and Healthy Bodies' sessions for all children have enabled the full roll-out of the Zones of Regulation across school and to embed it as part of our school life.

The successful recruitment of TA's and LSA's at the start of the academic year has enhanced the support team in school to enable pastoral care and support for classroom teaching and learning.

CPD for LSA's has been provided through the apprenticeship scheme with all LSA's accessing the L3 Teaching Assistant course.

Timetable changes have made a significant difference to the T&L of children during PPA – currently all classes have 2 TA's in the room if the teacher is out of the classroom. This has allowed greater concentration on T&L and the opportunity for staff to offer individualised support for children linked to need and intervention,

The development of the chosen Synthetic Phonics programme (purchased October 23) has enabled focussed T&L and intervention. The data shows successful implementation of the phonics programme with 75% of Y1 children successfully passing the phonics check (56% pass rate in 2023, 76% pass rate in 2024)

Reading and Writing data for the year shows a termly increase of children attaining ARE which suggest the success of the interventions used ie Lexia and Spelling Shed.

Y6 data for all subjects are above the national averages for all children –

<u>Expected Standard</u>	2022		2023		2024		2025	
	<u>Crescent</u>	<u>National</u>	<u>Crescent</u>	<u>National</u>	<u>Crescent</u>	<u>National</u>	<u>Crescent</u>	<u>National</u>
Reading	75%	74%	63%	73%	76%	74%	78%	75%
Writing	70%	69%	69%	71%	74%	73%	75%	72%
Maths	75%	71%	75%	73%	83%	73%	80%	74%
SPAG	77%	72%	79%	72%	86%	72%	78%	73%
Science	78%	79%	80%	80%	84%	81%	85%	82%

The books of PP children are monitored weekly during SLT meetings and half termly by subject leaders.

ELSA has been successfully delivered throughout the year by 2 trained ELSA's. **Identified children** have engaged in weekly, emotional support which has allowed for more focus on T&L when in the classroom. Individual Pupil Progress tracking shows term upon term success in reading, writing and maths for the children.

All children have had the opportunity to experience visits out of school this year and visitors into school subsidised through the Pupil Premium funding and all Y6 children graduated the DAaRT program.

Makaton is used throughout the school and all children and staff have received training so that the use of Makaton is embedded.

Attendance has been tracked weekly during throughout the year which has allowed for timely interventions from the Family Support Worker and attendance of individuals and families to improve. Whole year attendance for all children, and children regarded as Persistent Absentees shows that school is above National data.

## 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*

<b>Programme</b>	<b>Provider</b>
DAaRT	Life Skills Education Ltd
The Great Project	Equation, Nottingham
Chatter	NCC
Attention Autism	NCC

## Appendix 1

### Whole School Data

		Autumn Term 2025 -2026		
		All Children	Pupil Premium	Not Pupil Premium
		% ARE+	% ARE+	% ARE+
Reading	Year 1	52%	27%	67%
	Year 2	43%	17%	61%
	Year 3	48%	44%	52%
	Year 4	56%	38%	71%
	Year 5	64%	59%	70%
	Year 6	67%	57%	72%
Writing	Year 1	45%	27%	56%
	Year 2	48%	21%	67%
	Year 3	52%	48%	55%
	Year 4	54%	38%	68%
	Year 5	75%	72%	77%
	Year 6	63%	48%	72%
Maths	Year 1	60%	40%	70%
	Year 2	57%	38%	69%
	Year 3	60%	59%	61%
	Year 4	63%	46%	77%
	Year 5	76%	72%	80%
	Year 6	67%	48%	78%
GPS	Year 1	0%	0%	0%
	Year 2	25%	8%	36%
	Year 3	48%	44%	52%
	Year 4	47%	35%	58%
	Year 5	69%	72%	67%
	Year 6	74%	62%	81%

## Appendix 2

### Whole School Attendance

Attendance				Persistent Absence			
	Autumn 1 2025	Autumn 2 2025	Autumn Term Overall		Autumn 1 2025	Autumn 2 2025	Autumn Term Overall
All	94.74	93.05	93.87%	All	18.56	25.64	20.28
PP	92.42	90.2	91.36%	PP	26.71	35.26	29.48
Non-PP	95.61	94.93	95.51%	Non-PP	13.7	19.14	14.06
EAL	95.96	92.44	94.11%	EAL	9.76	25.58	15.12
Non EAL	94.07	93.21	93.81%	Non EAL	20.63	25.66	21.57
SEND	92.27	91.95	92.13%	SEND	24.24	28.95	27.63

## Appendix 3

### Clubs for the Autumn Term 1

DAY	CLUB	YEAR	TIME	STAFF	WHERE to collect	COST	PLACES
Monday	Choir	3-6	3.20-4.20pm	Mrs Barnes & Mrs Watson	Crescent Centre	£1.50 p/w £9	40 MAX
Monday	Football Club	1-1	3.20-4.20pm	MFFC	MUGA	£2.50 p/w £15	16 MAX
Monday	Quiz Club	5&6	3.20-4.20pm	Mrs Allan	Chester Classroom	£1.50 p/w £9	20 MAX
Tuesday	Chess Club	3-6	3.20-4.20pm	Mr Marata	Lions Classroom	£1.50 p/w £9	26 MAX
Tuesday	Forest School	4-6	3.20-4.20pm	Miss Somers	Hedgehogs / collect from Hedgehogs	£1.50 p/w £9	15 MAX
Tuesday	Dogeball	1-1	3.20-4.20pm	Express Coaching/ Mrs Revell	Crescent Centre	£2.50 p/w £15	20 MAX
Tuesday	Football Club	4-6	3.20-4.20pm	MFFC	MUGA	£2.50 p/w £15	16 MAX
Wednesday	Football	4-6	3.20-4.20pm	Express Coaching/ Mrs Parker	Crescent Centre	£2.50 p/w £15	16 MAX
Wednesday	Clay Creators	1-4	4.20-4.30pm	External company	Dogs	£7 p/w £42	25 MAX
Thursday	Dance Club	3-6	3.20-4.20pm	Miss Siddall & Miss Parker	Crescent Centre	£3 p/w £18	20 MAX
Thursday	Good News Club	4-6	3.20-4.20pm	Mr Hiley & Mr Parris	Sandwich Hall	Free (Church supporting)	40 MAX
Friday	Book Club	2-6	3.20-4.20pm	Miss Bourdieu	The Ark / Collect from Reception	£1.50 p/w £9	12 MAX

### Clubs for the Autumn Term 2

DAY	CLUB	YEAR	TIME	STAFF	WHERE to collect	COST	PLACES
Monday	Choir	3-6	3.20-4.20pm	Mrs Barnes & Mrs Watson	Crescent Centre	£1.50 p/w £9	40 MAX
Monday	Football Club	4-6	3.20-4.20pm	MFFC	MUGA	£2.50 p/w £15	16 MAX
Monday	Basketball	3,4&5	3.20-4.20pm	Mrs Gadge	Sandwich Hall	FOC	20 MAX
Tuesday	Chess Club	3-6	3.20-4.20pm	Mr Marata	Lions Classroom	£1.50 p/w £9	26 MAX
Tuesday	Hockey	4-6	3.20-4.20pm	Express Coaching/ Mrs Revell	Crescent Centre	£2.50 p/w £15	20 MAX
Tuesday	Christmas Sewing	4,5,6	3.20-4.20pm	Miss Somers	Hedgehogs	£1.50 p/w £9	10 MAX
Tuesday	Football Club	1-3	3.20-4.20pm	MFFC	MUGA	£2.50 p/w £15	16 MAX
Wednesday	Hockey	1-3	3.20-4.20pm	Express Coaching/ Mrs Parker	Crescent Centre	£2.50 p/w £15	20 MAX
Thursday	Dance Club	1-6	3.20-4.20pm	Miss Siddall & Miss Parker	Crescent Centre	£3 p/w £18	20 MAX
Thursday	Good News Club	4-6	3.20-4.20pm	Mr Hiley & Mr Parris	Sandwich Hall	Free (Church supporting)	40 MAX

