

# Pupil premium strategy statement

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.

The pupil premium is sometimes referred to a PP or Ever 6.

The schools defines disadvantaged children as:

- In receipt of Pupil premium funding and Ever 6 (pp funding that continues for 6 years regardless of whether the child is still eligible for PP funding
- EAL children who are still in the early stages of English acquisition (and therefore EAL creates a barrier to learning)
- Looked after (LAC) children or those with a CP plan.

## School overview

Detail	Data
School name	Firs Farm Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 (2024-2027)
Date this statement was published	Dec 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Finance Committee and/or FGB
Pupil premium lead	NH

## Funding overview

Firs Farm Prim

Pupil Premium Calculation 2024/25			
	Ever 6 Numbers Oct 23 Census	Rate Per Pupil	Total Funding
Primary	136	1,480	£201,280.00
Secondary	0	1,050	£0.00
Service Pupils	0	2,570	£0.00
LAC	0	2,570	£0.00
Total			£201,280.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Firs Farm our goal is for all children to achieve their potential regardless of background or any challenges they may have. This includes making expected or better progress alongside age-related attainment. We want all children to develop their love of learning, knowledge and skills that they will use throughout their time with us and beyond.

A clear focus is addressing underperformance including children who are working at greater depth within or across subjects to ensure they maintain high expectations and outcomes.

Where strategies clearly target disadvantaged children this will also include other children who are at risk of low attainment and progress due to their circumstances such as those with a social worker or a young carer (the school does not currently have any young carers).

This strategy also addresses the plans for education recovery including support via the National Tutoring Programme and other measures the school is taking to address lost learning. This includes disadvantaged children and other vulnerable learners including those for whom English is an additional language.

We will address the needs of disadvantage through a mixture of responses that are common to groups and where needed an individualised approach. We will develop a strategic approach through our evaluation systems including diagnostic analysis as well as formative models of assessments. Our objectives and success criteria:

- Ensure all work is challenging for all children including disadvantaged
- Ensure interventions are (either individual or group) used where needed: these are dynamic and time-limited. We believe that early-intervention is the most effective in ensuring children catch-up and keep-up but at times interventions are also needed across key-stages (particularly for children who start school at later times).
- Develop a culture and ethos that means all staff have the same high expectations for all children including disadvantaged.
- Ensure disadvantaged children have access to high quality enrichment activities

## Challenges

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

Challenge number	Detail of challenge
1	School data and discussion with children show that disadvantaged children are more likely to have significant gaps in oracy as well as other subjects. This has effects all children in EYs/KS1 and can continue in KS2. 50% of pupil premium children in Reception achieved ARE in Speaking against 93% for non-pupil premium. 50% of children achieved a Good Level of Development at the end of Reception against 68.3% for non-pupil premium. EAL children did better than non-EAL in Speaking and GLD.
2	School data and discussions with children and teachers show disadvantage children have greater difficulties with Phonics and Reading at KS2. The school has improved its phonics data overall and this includes a greater number of disadvantaged children achieving the required standard however Pupil premium and EAL children do less well than others: Across the school the following groups do less well than other groups: <ul style="list-style-type: none"> <li>- Pupil premium</li> <li>- EAL &amp; Pupil premium</li> <li>- SEN &amp; pupil premium</li> </ul>
3	In-school data shows that pupil premium children do less well in Reading, Writing and Maths in both KS1 and KS2. Children who are both pupil premium and EAL compounds this. EAL children who are not PP outperform non-PP children (see data sheets for figures). Whilst progress for PP children is improving (and in Maths/Reading doing better than non-PP) they are less likely to be securely ARE.
4	Historically PP and EAL children do less well at KS2 SATs however in 2024 EAL and PP children outperformed not-PP and not-EAL. This will be monitored over the next 3 years to see if this is a recurring pattern. In school data shows that EAL children do not do as well as Non-EAL in Reading and Writing.
5.	Conversations with teachers and pupils show they are less likely to work meta-cognitively than those who are not disadvantaged. Evidence shows that this is working in improving outcomes and is something the school needs to build on and develop into more embedded self-directed learning strategies.
6.	Disadvantaged children are more likely to require SEN support including SEMH needs. 39% of disadvantaged children with SEN Support have SEMH needs (this is the largest group). This includes difficulties with friendships and managing their behaviour in school and developing effective behaviour for learning strategies.
7.	Disadvantaged children are significantly less likely to engage with after school enrichment activities than their peers. Non-PP children are twice as likely to attend enrichment activities than PP including the extra-curricula trips France, Tolmers and PGL. Only a third of the places in Breakfast or Afterschool clubs are taken by PP children.
8.	Disadvantaged children are more likely to be absent than their peers. The attendance rate for Sept-Oct 2024 shows 92% of Pupil premium children attendance against 94.9% non-pupil premium. Pupil premium children have

	20.4% persistent absences against 14.8% not pupil premium. Pupil premium children with SEN have lowest level of attendance with 90.2%. Whilst the overall PP attendance has improved from 2022 (and increase of 2.5%) it is still below national levels for disadvantaged children. Persistent Absenteeism has decreased by 17.5% since 2022 but remains above national levels for disadvantaged children.
9	Children who join the school after KS1 do less well than those who join before then. Children who join after KS1 and who low-levels of spoken English do least well. Children who joined KS2 since 2022 have a combined ARE of 26.7%.

## 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
Disadvantaged children narrow the gap in progress and attainment in Reading, Writing and Maths (KS2)	Strategies to enable children to be successful in place. Data shows the gap is narrowing. Any national data to support this.
Narrow the gap for Early English and Oracy skills in EYs and KS1 (and for those new to English across the school).	Strategies and interventions in place to support this. Data shows gap narrowing.
Narrow the gap in attainment for Phonic/ Reading, Writing and Maths at KS1 and KS2	Children made good or better progress to ARE.
Children with SEMH & PP have appropriate support and strategies	A range of support offered including counselling (if necessary), play therapy and nurture. SEMH children's outcomes improve.
Children are able to work meta-cognitively (including self-direction) across disciplines	Metacognitive and self-directed learning strategies actively taught in lessons. GAP in combined ARE reduces. The improvements seen in progress are maintained and improve.
Disadvantaged children engage in Enrichment Activities and attend after-school clubs.	Increase in number of children accessing Enrichment Activities.
Attendance of Disadvantaged children improves	Clear action plan in place to address issue. Improvement in attendance to at least closer to the school average.
EAL strategies to support children in KS2 with early English-language acquisition	Clear protocols for supporting children's acquisition of English Reading and writing interventions for EAL Improved outcomes for EAL children joining after KS1.

## 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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching that maximises learning through:</p> <ul style="list-style-type: none"> <li>• Cognitive strategies for subject specific and skills memorisation</li> <li>• Metacognition allowing children to problem solve across the curriculum and monitor cognitive strategies</li> <li>• Planning for the differing needs in the class including adaptive teaching</li> <li>• Diagnostic assessment that informs planning, identifies common and individual misconceptions</li> <li>• Teachers have the resources and sequenced curriculum to deliver high quality teaching</li> <li>• Teachers have high quality training e.g. Talk for Writing, well informed subject leads</li> </ul> <p>Costs include training, staffing and resources e..g HEP membership/curriculum, CPD, subject release time, TLRs</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve 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>1. <u>High-quality teaching   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Cognitive Strategies include a well sequenced knowledge-based curriculum that allows children to remember what they have learnt.</p> <p>Teaching Metacognition shows that this is a low cost but high impact strategy for developing children's ability to work across disciplines, improve self-confidence and self esteem. Children are equipped with a strategy for life long learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1,2,3,4,5
Embedding improved oracy across the school.	Evidence shows that oral language interventions have a high impact within the classroom. Including:	1,3, 2,5

<p>Enabling children to deepen their understanding and use of vocabulary and articulate their ideas.</p> <p>Continue to fund HEP curriculum booklets (cross-over with reading) and training (HEP CPD). Funding for additional resources e.g. subject lead training and release time.</p>	<ul style="list-style-type: none"> <li>• Book discussion and reading aloud to young children</li> <li>• Explicitly extending pupils spoken vocabulary across disciplines</li> <li>• Use of structured questioning to develop reading comprehension strategies</li> <li>• Purposeful curriculum focussed dialogue</li> </ul> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Review phonics delivery in EYs/KS1 and KS2. <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>This includes any training/CPD/release costs and part of TLR for EYs lead.</p> <p>Continue to fund CPD and resources for KS2 reading and assessment including Code X, MIDAS</p>	<p>Phonics is proven strategy for teaching word reading and improving accuracy. Alongside Comprehension reading strategies it has a strong-evidence base for improving outcomes for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Continue to embed and develop reading strategies and systems including</p>	2
<p>Audit the quality of Social and Emotional learning (SEL).</p> <p>Develop action plan to improve/embed SEL including any “schemes” that would support the school in doing this.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>2023: School is taking part in Nuture UK project. 2023 focus on Nurture and using Boxall profiling/interventions to supports groups of children.</p> <p>2024 will be focus on positive/healthy relationships.</p>	5, 6, 7,8
<p>Further enhancements to the Maths Curriculum across the school but particularly KS2.</p> <p>Fund assessment for Year 5 and 6 (PUMA) to accurately identify gaps and adapt planning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	4

Support Maths network and KS1 Number Mastery. Fund wages of the AHT/Maths in developing the curriculum to reflect the needs of PP children	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> Teacher led Booster Groups for key children. 2023 Subscription to White Rose maths.	
Further enhancement of the Writing Curriculum across the school including supporting teachers with pedagogy and planning.  We will fund engagement with suitable networks and training e.g. HEP, LA Networks.  Fund wages of AHT/English to develop the curriculum to reflect the needs of the PP children.	DfE/Ofsted research into evidence in Writing <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</a> EEF has extensive guidance based on a range of best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a> including improving Literacy KS1 and Improving Literacy KS2. <a href="https://www.talk4writing.com/about/does-talk-for-writing-work/">https://www.talk4writing.com/about/does-talk-for-writing-work/</a>	3, 1
Support children with EAL who are still acquiring English through subscription to Flash Academy Help develop pedagogy and CPD around adaptive teaching/scaffolds for EAL Children Review frequent and rapid assessment including initial diagnostic assessment for EAL learners Curriculum with a clear Vocab focus and high expectations of speech and language e.g. answering in full sentences. Ensuring all staff model standard English Review whether the school can run/facilitate ESOL courses Celebration of multi-linguism and diversity.	The Bell Foundation <a href="#">Effective Teaching of EAL Learners - The Bell Foundation</a> has the 5 principles for pedagogical learning: 1. Multilingualism as an asset 2. High expectations with appropriate support 3. Integrated focus on content and language 4. Effective and holistic pupil assessment 5. Social Inclusion  The Bell Foundation EAL Assessment Framework <a href="#">EAL Assessment Framework – Primary - The Bell Foundation</a>	



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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers working alongside year groups delivering core teaching and learning to small groups.</p> <p>Groups defined according to the need of the year group but time-limited and dynamic. This includes delivering intervention to address lost learning due to the pandemic.</p>	<p>Small group tuition has been proven to have a positive impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>In school data shows that these groups have a positive impact particularly in the core subjects of English and Maths.</p> <p>Small groups in Year 1, Year 2 and Year 6.  Tuition-led funding targeted to Year 4</p> <p>Study Group: Is a small group for children who are working out of band and with SEMH needs (and who benefit from a ETiP approach). They are taught English and Maths alongside regulation strategies.</p> <p>Sparkle Group is a SEN-Led (teacher-planned) group that provides speech and language work to a small group of children from Reception and Y1.</p> <p>EYs interventions include Little Wandle and Speech and Language delivered in class by teachers/TAs.</p>	1, 2,3,4,5
<p>EYs Oracy Intervention</p> <p>Continued teacher release, TA training and CPD as needed</p>	<p>Oracy is taught through Little Wandle and the totality of the curriculum including ensuring all adults speak in full sentences. Investments in phonics and new texts has supported this.</p> <p>Texts and resources are selected to encourage oracy.</p>	1
<p>Reading interventions including Phonics, CodeX/Project X run by intervention teachers and TAs, EAL programmes and other reading interventions.</p>	<p>In school data has shown Code X/Project X has improved attainment and progress for low attainers in Year 2 and KS2. Codes X/Project X is being adapted due increased needs in KS2. TAs working</p> <p>Use of Flash Academy for EAL early English learners.</p> <p>Reading Lead to produce action plan that addresses intervention needs in KS2 and ensures consistency of approach across KS2.</p>	2



CPD/Training and any resources needed. Contribution to TLR.		
<p>Continue to develop and embed strategies that improve disadvantaged children's well being including:</p> <ul style="list-style-type: none"> <li>• Counselling/play g therapy</li> <li>• Nurture/ELSA</li> <li>• Key-work and ETiPs practice</li> <li>• Behaviour unit/Behaviour mentors</li> </ul> <p>Costs include therapy costs, training and release for staff.</p>	<p>The school has already developed a comprehensive range of strategies to support children's wellbeing.</p> <p>Our evidence at reduced levels of FTE/PEx and improved attendance amongst key vulnerable children points to success in developing a range of tools to support children.</p>	6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children to be offered discount for larger enrichment activities e.g. Year 3 Sleepover, Year 4 Bushcraft, Year 5 French Trip, Year 6 PGL.</p> <p>Children offered:</p> <ul style="list-style-type: none"> <li>• 20% for PGL/France/Tolmers</li> <li>• 15% for trips</li> <li>• 10% off enrichment clubs</li> </ul> <p>Subsidised/free musical instruments</p> <p>Set up a bursary fund to be allocated by Governing body for families to apply to in Years 4,5,6</p> <p>Engage with any government initiatives around wraparound childcare e.g. breakfast clubs</p>	<p>Evidence shows that children who participate in enrichment activities such as sports, arts, music benefit from developing a rounded-character. By which we main develop a set of attitudes, skills and behaviours (self-control, confidence, motivation, resilience, team work) that underpin success at school and beyond. All children deserve a well-rounded and culturally rich education.</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><a href="#">The Cost of the School Day in England: Pupils' Perspectives   CPAG</a> has plenty of research on the impact on economic exclusion for children in schools impacting:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Sense of community</li> <li>• Academic achievement</li> </ul>	7
<p>Continue to work with EWO in identifying vulnerable families and establish barriers to learning and ensure a good attendance mindset is introduced.</p> <p>Holidays or stays out of Enfield during term-time are not authorised and FPW are issued</p> <p>Review current pastoral roles to include attendance/support officer.</p> <p>Costs associated with training, DHT wages and other staff involved.</p>	<p>Poor attendance leads to poor outcomes at primary and secondary school and later life.</p> <p>The EEF is currently undertaking a rapid review of attendance interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>Attendance lead working with EWO and families in supporting good attendance.</p> <p>Where needed children offered breakfast club to support good attendance.</p>	8

**Total budgeted cost: £210,000**

## SUMMARY OF ACTIVITIES 24-25:

ACTIVITY	SUMMARY OF DETAILS	ALLOCATED FUNDS
Teaching and learning	<ul style="list-style-type: none"> <li>• CPD</li> <li>• TLRs/UP payments</li> <li>• Subscriptions</li> </ul>	120,000
Targetted academic and pastoral support	<ul style="list-style-type: none"> <li>• EAL: Flash Academy</li> <li>• ELSA/Nurture</li> <li>• Learning mentors and pastoral team</li> </ul>	60,000
Attendance and enrichment	<ul style="list-style-type: none"> <li>• 20% off: Tolmers, Lille, PGL</li> <li>• 10%: All other trips</li> <li>• 10% of Enrichment clubs</li> <li>• Engagement with government initiatives around wraparound facilities/care</li> <li>• Free musical instrument</li> <li>• Development of Bursary Grant via Governors</li> <li>• Review of pastoral roles to include attendance support officer</li> </ul>	30,000

## Part B: Review of outcomes from 3 year plan

### Pupil premium strategy outcomes

Outcomes to be completed

Intended outcome	Success criteria	2024-25 OUTCOMES
Disadvantaged children narrow the gap in progress and attainment in Reading, Writing and Maths (KS2)	Strategies to enable children to be successful in place. Data shows the gap is narrowing. Any national data to support this.	
Narrow the gap for Early English and Oracy skills in EYs and KS1 (and for those new to English across the school).	Strategies and interventions in place to support this. Data shows gap narrowing.	
Narrow the gap in attainment for Reading at KS1 and KS2	Children made good or better progress to ARE.	
Children with SEMH have appropriate support and strategies	A range of support offered including counselling (if necessary), play therapy and nurture. SEMH children's outcomes improve.	
Children are able to work meta-cognitively (including self-direction) across disciplines	Metacognitive and self-directed learning strategies actively taught in lessons. GAP in combined ARE reduces.	
Disadvantaged children engage in Enrichment Activities	Increase in number of children accessing Enrichment Activities.	
Attendance of Disadvantaged children improves	Clear action plan in place to address issue. Improvement in attendance to at least closer to the school average.	

## Externally provided programmes

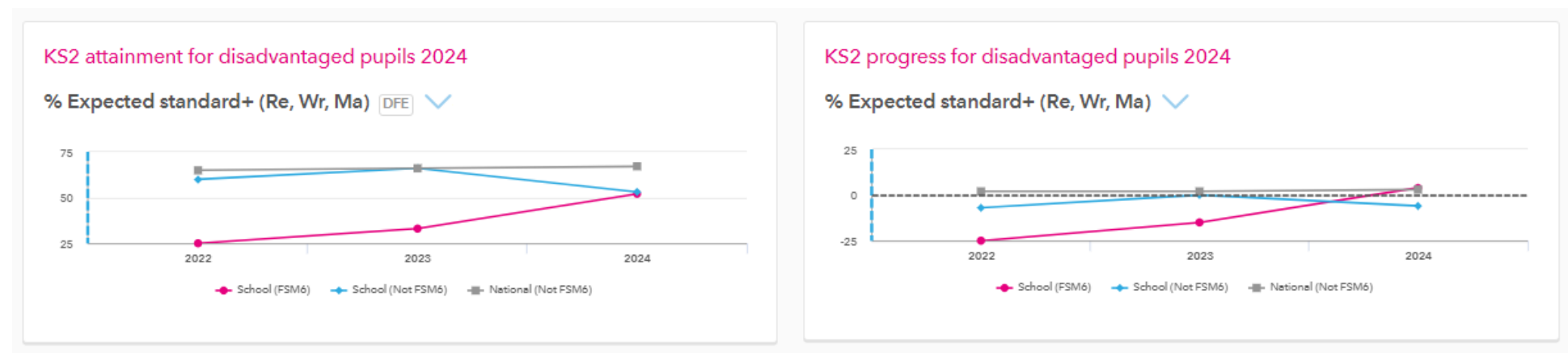
*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Project X/Code X	Oxford University Trust
Little Wandle Phonic Programme	Wandle Learning Trust/Collins
Nurture UK	Boxall Online subscription
Flash Academy (English language programme)	Learning Labs

## Further information (optional)

*The school has reviewed its PP spending and intends this to provide a clear focus for the next 3 years. The review looked at attainment/progress (and the gap between PP and non-PP), attendance, SEN needs and engagement with enrichment activities. This enabled the school to develop a 3-year strategy. Please overview of evidence below:*

e/o KS2 DATA OVERVIEW FOR PP CHILDREN 23-24



# Y1-Y5 PROGRESS SUMMER 23-SUMMER 24 PUPIL PREMIUM VS NOT

SUBJECT	PUPIL PREMIUM % PROGRESS	NOT PP % PROGRESS	GAP + = PP do better than not - =PP do less well then not
READING	49	56	-7%
WRITING	58	56	+2
MATHS	69	61	+8
COMBINED	51.7	50	+1.7

## KS1 PHONICS TREND 2022-2024

2028	Firs Farm Primary School	Cohort	17	23	18	11		-	-	-
				-	-5	-7				
		WA	52.4%	30.4%	72.2%	54.5%		-	+37.4%	-19.2%
				-	+41.8%	-17.7%				
		APS	0.3	18.4	36.1	26.6		-	+16.6	-10.0
				-	+17.7	-9.5				



# ENGAGEMENT IN ENRICHMENT ACTIVITIES: AFTER SCHOOL CLUB AUTUMN 2024

<b>Clubs</b>	<b>No. of pupils attending</b>	<b>No. of pupils attending who are PP</b>	<b>No of PP pupils in year groups</b>	<b>No of non PP pupils in year groups</b>	<b>% of total no. of pupils attending who are PP</b>	<b>% of PP pupils attending against total of PP in year group</b>	<b>% of non PP pupils attending</b>	<b>% of all pupils attending</b>
Wraparound Breakfast Club	83	10	141	406	12.0	7.1	20.4	15.2
Wraparound Afterschool Club	147	27	141	406	18.4	19.1	36.2	26.9
Wraparound Club Totals	178	30	141	406	16.9	21.3	43.8	32.5
<b>Sports Clubs</b>								
Football (y1-y6)	43	4	135	365	9.3	3.0	11.8	8.6
Dodgeball (y3-y6)	12	2	102	253	16.7	2.0	4.7	3.4
Netball (y3-y6)	5	2	102	253	40.0	2.0	2.0	1.4
Basketball (y3-y6)	24	1	102	253	4.2	1.0	9.5	6.8
Karate (y3-y6)	12	3	102	253	25.0	2.9	4.7	3.4
<b>Enrichment Clubs</b>								
Turkish (y1-y6)	11	3	135	365	27.3	2.2	3.0	2.2
STEM (y1-y6)	30	0	135	365	0.0	0.0	8.2	6.0
Scrapbooking (y1-y6)	12	0	135	365	0.0	0.0	3.3	2.4
Drama (y1-y3)	14	0	57	170	0.0	0.0	8.2	6.2
Homework (y1-y6)	14	2	135	365	14.3	1.5	3.8	3.9

## ENGAGEMENT IN ENRICHMENT ACTIVITIES OUT OF SCHOOL

<b>Trips</b>	<b>No. of pupils attending</b>	<b>No. of pupils attending who are PP</b>	<b>Total no. of PP pupils in year group</b>	<b>Total no. of non PP pupils in year group</b>	<b>% of total no. of pupils attending trip who are PP</b>	<b>% of PP pupils attending against total of PP in year group</b>	<b>% of non PP pupils attending</b>	<b>% of all pupils attending</b>
Sleepover - Year 3 (Jul 2024)	60	22	33	57	36.7	66.7	66.7	66.7
Tolmers - Year 4 (Jun 2024)	58	13	26	64	22.4	50.0	70.3	64.4
Tolmers - Year 4 (Jun 2025)	60	19	33	57	31.7	57.6	71.9	66.7
France - Year 5 (May 2024)	46	4	18	72	8.7	22.2	58.3	51.1
France - Year 5 (May 2025)	50	11	26	64	22.0	42.3	60.9	55.6
PGL - Year 6 (Sep 2024)	44	3	18	72	6.8	16.7	56.9	48.9
PGL - Year 6 (Sep 2025)	45	9	26	64	20.0	34.6	56.3	50.0