

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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 | Twelve Apostles RCPS |
| Number of pupils in school | 212 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers | Impact of 2024-2025 and Strategy for 2025-2026 |
| Date this statement was updated / published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Mrs T Whitton HT |
| Pupil premium lead data analysis | Mrs C Marsden DHT Mrs T Whitton HT |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £110,400 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £110,400 |

Overview and Evidence

Pupil Premium

Our philosophy remains the same and is aligned to EEF research, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (The EEF Guide to Pupil Premium) We will continue to use PPG to release the SENDco to work with our youngest children to develop language and communication and to work with children in the nurture setting. As the EEF (2019) states all pupils benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds of up to six months' additional progress.

The purpose of the pastoral support and intervention is based on the understanding that for children to be successful, and therefore to narrow the achievement gap, they need their physical, social and emotional needs to be met. As the DfE reports in ‘Supporting Mental Health and Well-Being in Schools (2018)’ Targeted intervention groups such as nurture provision have positive outcomes for children.

Intervention Programmes

In order to support pupils who have fallen behind furthest, structured interventions, are delivered either one to one or in small groups. A particular focus for interventions is likely to be on English and Maths. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills; therefore, the acquisition of literacy skills is a priority. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, including regular sessions maintained over a sustained period. These are carefully planned and timetabled to enable consistent delivery. Interventions also focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs. Effective intervention always follows assessment; this ensures that support is well-targeted and enables accurate monitoring of pupil progress. Additional information utilised regarding high-quality programmes that have undergone rigorous evaluation is available on the EEF’s Promising Projects list.

Our main intervention programmes include

ELKLAN: Blank Levels

Language Development

Daily Reading

Phonics bursts

Precision Monitoring

Nurture

Drawing and Talking

Part A: Pupil premium strategy plan

Statement of intent

In addition to EEF research as outlined above, it is important to consider the context of the school when making decisions about allocating Pupil Premium funding and the subsequent challenges faced.

The duty of ensuring that XII Apostles has the distinctive nature and ethos of a Catholic School is regarded as a very important and a fundamental responsibility. The ethos of the school in all its spiritual, moral and cultural aspects reflects the message proclaimed by Christ in the Gospels. These beliefs and values inform and unify every aspect of school life, providing for, and subsequently shaping the curriculum and so offering a living experience of the Christian way of life.

At the heart of our mission statement is the recognition that each child is unique and to ensure that each child is educated to fulfil their human potential. We strive to remove the barriers to learning that many of our disadvantaged children face to enable them to fulfil their potential.

A significant number of pupils arrive at school with a poverty of ambition and aspiration and therefore we know we must challenge and overcome this by adopting a three-pronged approach. First, we recognise the importance of an appropriate curriculum that addresses the many gaps in pupil's basic skill and knowledge. Second, we want all our children to have the entitlement of a full curriculum. Third, we must ensure that children achieve well and attain good standards as result of the curriculum. Over time the school has developed a meaningful curriculum that enables pupils to develop their knowledge and skills in a variety of subjects. The curriculum focuses on opening hearts and minds to their heritage and the world beyond their immediate community. Reading, speech and language are at the heart of our curriculum and as a school we recognise that these are the gateway to future success and escaping the poverty trap. They lead to future work opportunities and therefore financial and economic well-being and social mobility.

The school is ranked within the 10–20% most deprived nationally (IMD 2019).

ACORN data places most families in Category 5 (Urban Adversity), indicating: low income and high dependency on benefits; low levels of adult educational attainment; poor housing quality and overcrowding; higher prevalence of health challenges.

81% of pupils live in the bottom 30% of Super Output Areas (SOA) as ranked by the Income Deprivation Affecting Children Index (IDACI) with 21% in the most deprived area. The IDACI score for the school is 0.26 compared to Wigan 0.18 and nationally 0.18. This means the school is in the bottom 20% of schools national. This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 67% of children live in ACORN categories 4 or 5 which are described as stretched society or low income living compared to 51% in the LA. The number of pupils living in areas of deprivation is among the highest in LA.

FSM eligibility is 33% (school census, June 2025) which is again above LA 30% and national 25%. Many of our families experience in-work poverty, with insecure employment in retail, care, and warehouse sectors. Local child poverty rates (children living below 60% of the median income in West Leigh are 24.4% (End Child Poverty data, 2024). Significant food insecurity has led to a greater uptake of the school's breakfast provision.

36% of pupils are currently on the ever 6 register which is above national percentages. The Borough of Wigan is 67th out of 354 authorities on income deprivation (Local Area Statistics) and 9th nationally in employment deprivation. The fact that the majority of the pupils live in 3 of the poorest wards in the borough is reflected by the school, along with the other schools in Leigh, being part of a series of initiatives set up by the Government and LA over the years to benefit the wider community of Leigh.

According to the 2021 ONS Census, 53.4% of households in Wigan & Leigh are deprived in at least one dimension (unemployment, health, education, overcrowding), compared to the England & Wales average of 51.7%

Nearly 54% of households in Leigh area suffer deprivation in terms of poor health or overcrowding. Housing instability and overcrowding impact on children's sleep quality, stability, and readiness to learn.

Local ward data in the Wigan Primary School Health Profile evidence that two thirds of Leigh communities are ranked in the top 25% most deprived in England. 20.5% of residents claim out-of-work benefits, above the borough average of 15.9%.

The child poverty rate is 27.3%; this is above the Wigan borough average (23%) and national average (24%). High rates of FSM eligibility (33%) above Wigan borough average of 27.8%, directly limiting opportunities for enrichment activities and additional tutoring that support mobility. FSM eligibility closely aligns with child poverty levels in our area, driven by income deprivation, benefit reliance, and low-wage employment. This means more than 1 in 4 children in our catchment area live in poverty.

Common barriers to learning for disadvantaged children can be poor spoken and receptive language and communication skills, lack of confidence, more frequent behaviour difficulties and a deficit in life experiences. There may also be complex family situations that prevent children from flourishing.

Principles

- We ensure that teaching and learning opportunities meet the needs of **all** the pupils
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged but may not access Pupil Premium.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Gap between attainment of disadvantaged and non-disadvantaged children |
| 2 | Poor language and communication on entry to school |
| 3 | Poor social and emotional skills on entry to school |
| 4 | High number of pupils with SEND displaying difficulties regulating behaviour (7 children) |
| 5 | High number of children with EHCPs and EYAR (currently 11 EHCP children 1 child EYAR) |
| 6 | High number of CLA (currently 3 children CLA and 8 children Post CLA total 11 children) |
| 7 | High number of children who do not have access to enrichment activities beyond the curriculum |

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 |
|--|---|
| <ul style="list-style-type: none"> Improved speech and language of our younger children with an increasing number working within the expected standard at the end of the Reception year | <p>TALC assessments demonstrate ongoing progress in verbal reasoning</p> <p>Baseline scores children assessed on entry September 2023 2024 2025, improved score re-tested at the end of the academic year for each new cohort</p> |
| <ul style="list-style-type: none"> Identify pupils and provide intervention so that they can accelerate progress and catch up | <p>Assessments clearly identify targeted children make progress from their starting points</p> |
| <ul style="list-style-type: none"> Gaps in learning are identified and narrowed focus on English and Maths | <p>Additional writing, reading and maths interventions support children in narrowing gaps and progress towards age related expectations (exception those children with significant needs : EHCPs)</p> |
| <ul style="list-style-type: none"> Children are emotionally ready to learn and meet the demands of school | <p>Children are able to regulate their behaviour and access the curriculum as they enter KS 2</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> ○ Children have access to a range of extra enrichment and extracurricular activities | <p>Children develop their life experience, skills and talents through a wide range of enrichment and extracurricular activities in sports, STEM subjects and the arts</p> |
|--|---|

Activity in this academic year 2025-26

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: £ 7,200 release SENDco (SALT) £27,000 staff to run nurture setting

| Activity | Evidence for Approach | Intended Outcome | How Impact will be measured | Challenge Numbers Addressed |
|--|---|---|---|-----------------------------|
| <p>Specialist Speech and Language Provision (SENDco ELKLAN trained)</p> <ul style="list-style-type: none"> • Screening all pupils on entry • Bespoke programmes of work • Release SENDco one morning per week for targeted intervention • TAs deliver follow-up tasks directed by SENDco | <p>Baseline assessments show a high proportion of pupils enter school with significant speech, language, and communication delay, often within the 22–36 month developmental band. TALC assessments indicate very low receptive and expressive language skills. Early, targeted intervention delivered by an ELKLAN-trained SENDco and trained TAs ensures precise identification and support. This aligns with Ofsted’s 2025 Inclusion Framework, which emphasises early identification, targeted provision, and upskilling staff. Research from the EEF Communication and Language Toolkit (+6 months) evidences strong impact from structured oral language interventions, particularly when delivered by trained staff.</p> | <p>Accelerated progress in language comprehension and expressive vocabulary. Improved confidence and ability to communicate effectively across the curriculum. Reduction in the number of pupils requiring external SALT referrals over time.</p> | <p>Entry and exit TALC data; SENDco progress tracking; teacher assessments; observation of classroom talk and engagement; SALT reports.</p> | <p>1, 2</p> |
| <p>Nurture Provision for children with barriers to learning (including SEMH)</p> <ul style="list-style-type: none"> • SENDco and trained TAs to run | <p>Increasing numbers of pupils present with social, emotional, and mental health (SEMH) needs impacting their capacity to access learning. Nurture provision supports emotional regulation, self-</p> | <p>Pupils develop improved emotional literacy, self-regulation, and confidence. They sustain engagement in classroom learning for longer</p> | <p>Strengths and Difficulties Questionnaire (SDQ) data; attendance and behaviour records pupil voice.</p> | <p>3, 4, 5, 6</p> |

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|-----------------------------|--|--|--|--|
| structured nurture sessions | esteem, and resilience, creating a bridge between emotional need and academic readiness. Evidence from the EEF Social and Emotional Learning Toolkit (+4 months) demonstrates moderate positive impact on behaviour, well-being, and attainment. This directly aligns with Ofsted's 2025 focus on personal development and creating emotionally literate learners. | periods and demonstrate positive peer relationships. | | |
|-----------------------------|--|--|--|--|

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

TAs salaries to deliver SALT, Language and Reading interventions £ 26,000

| Activity | Evidence for Approach | Intended Outcome | How Impact will be measured | Challenge number(s) addressed |
|--|--|--|---|-------------------------------|
| Catch-Up and Targeted Intervention Programme <ul style="list-style-type: none"> • Phonics interventions • Maths intervention • Precision monitoring • Daily reading support | Evidence from the <i>Education Endowment Foundation (EEF)</i> indicates that high-quality, structured small-group and one-to-one interventions, when delivered by trained staff, lead to moderate to high impact (+4 months) on pupil progress. This aligns with <i>Ofsted's 2025 Quality of Education Framework</i> and <i>Inclusion Toolkit</i> , which emphasise the role of precise assessment and responsive teaching in narrowing attainment gaps. Our approach combines <i>quality first teaching</i> with specialist TA-led interventions, daily reading support, and regular progress monitoring to ensure | Accelerated progress in phonics, reading fluency, and core maths skills. Gaps in attainment between disadvantaged pupils and their peers narrow significantly. Pupils demonstrate greater confidence and independence in applying knowledge across the curriculum. | Half-termly assessment data (phonics, arithmetic, and comprehension); precision monitoring records; teacher and TA intervention logs; pupil progress meetings; end-of-year attainment analysis. | 1, 2, 5 |

| | | | | |
|--|---|--|--|--|
| | targeted catch-up in literacy and numeracy. | | | |
|--|---|--|--|--|

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

Budgeted cost: Pastoral support £35,000 Well Being Coach £5000 Mindful Therapist £2,500 £4700 Subsidise breakfast club, trips and visits, £2000 Provide homework, reading, Spanish, Eco, and Lego clubs at lunchtime

| Activity | Evidence for Approach | Intended Outcome | How Impact will be measured | Challenge Numbers Addressed |
|--|---|--|--|-----------------------------|
| Access to a school counsellor and well-being therapist | Providing regular access to qualified emotional well-being staff helps pupils overcome social, emotional, and mental health barriers. EEF Social and Emotional Learning Toolkit (+4 months) evidences that structured mentoring and therapeutic support improve resilience, self-regulation, and engagement. Our in-house practitioners are qualified in Mindfulness for Children (Level 3), Counselling Skills (Level 5), and Drawing and Talking interventions. | Improved emotional regulation, resilience, attendance, and engagement in learning. Pupils feel supported and ready to learn. | Pupil well-being surveys; SDQ assessment; attendance and behaviour tracking; pupil voice feedback. | 1, 3, 4, 5, 6 |
| Access to pastoral support | Targeted pastoral support ensures early identification of need and appropriate intervention. Collaboration with external agencies supports inclusion and attendance. This aligns with Ofsted's 2025 Inclusion Framework focus on early help and multi-agency working. | Increased attendance and punctuality; reduced anxiety and behaviour incidents; improved engagement and relationships with staff. | Attendance and behaviour data; pastoral logs; case studies; pupil and parent voice. | 1, 3, 4, 5, 6 |
| Breakfast club provision | Free access to breakfast club provides a calm, structured start to the day and access to healthy food. EEF research shows breakfast provision improves concentration, punctuality, and classroom readiness. | Improved attendance, punctuality, and focus in morning lessons; stronger routines and well-being for disadvantaged pupils. | Attendance and punctuality data; classroom observations; teacher feedback. | 1, 3, 4 |
| Access to enrichment and curriculum-enhancing activities | Supporting access to enrichment activities (e.g., museum visits, music tuition, and clubs) develops cultural capital and inclusion. Ofsted's | Enhanced engagement, language acquisition, and aspiration; pupils develop curiosity | Participation records; pupil voice and reflection; language development | 1, 2, 3, 7 |

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|--|--|--|--|------------|
| | 2025 Personal Development expectations highlight equitable access to enrichment as key for character education and personal growth. | and confidence through new experiences. | assessments; teacher feedback. | |
| Access to adult support for reading and homework | Lunchtime reading and homework clubs provide structured, supported environments that encourage independence and reinforce learning. EEF evidence shows targeted academic support leads to sustained progress and improved attitudes to learning. | Improved completion rates for homework; stronger reading fluency and comprehension; increased confidence and independence. | Reading assessments; homework logs; teacher feedback; pupil voice. | 1, 2, 3 |
| Sensory circuits for KS2 pupils (afternoon sessions) | Sensory circuits provide movement-based activities to support regulation and focus. EEF evidence on self-regulation interventions (+4 months) highlights improved attention and readiness to learn. This aligns with Ofsted's inclusion and SEND guidance promoting proactive regulation strategies. | Improved self-regulation, focus, and emotional well-being; reduced behaviour incidents; pupils demonstrate readiness to learn. | Observations; behaviour tracking; pupil feedback; progress in learning engagement. | 1, 4, 5, 6 |

Total budgeted cost:

Costings 2025-26

| | |
|---|---------|
| Speech and Language Programme (release SENDCO) | £7,200 |
| Teacher and teaching assistant salaries to manage nurture provision | £27,000 |
| Pastoral mentor salary | £35,000 |
| Wellbeing sessions TA trained counsellor | £5000 |
| Relaxation and mindful therapist | £2,500 |
| Teaching Assistants Salaries to support intervention programmes | £26,000 |

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| | |
|--|-----------------|
| Subsidise breakfast club and school trips for pupil premium children | £4700 |
| Provide homework and reading clubs at lunchtime and breaktime | £2000 |
| Total | £110,400 |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on children in the 2024-2025 academic year.

Challenges

1. Lost learning in maths and English because of COVID particularly in writing across the school
2. Gap between attainment of disadvantaged and non-disadvantaged children
3. Poor language and communication on entry to school
4. Poor social and emotional skills on entry to school
5. High number of pupils with SEND displaying difficulties regulating behaviour.

Impact

1. **Lost learning in maths and English because of COVID particularly in writing across the school**

School Attainment 2025 Statutory Tests

Due to the ongoing impact of the COVID Pandemic and subsequent school closures, consideration should be given when comparing the 2024/2025 results to pre-covid results.

Key Stage two

| ARE/GD Age Related Expectations Greater Depth | National 2024 | School 2024 | National 2025 | School 2025 |
|--|---------------|-------------|---------------|-------------|
| Reading | 74%/28% | 77%/10% | 75%/33% | 67%/20% |
| Reading AS | 105 | 104 | 106 | 103 |
| Writing | 72%/13% | 70%/13% | 72%/13% | 67%/17% |
| Maths | 73%/24% | 80%/10% | 74%/26% | 70%/20% |
| Maths AS | 104 | 105 | 105 | 104 |
| SPAG | 72%/32% | 77%/23% | 73%/30% | 63%/33% |
| SPAG AS | 105 | 105 | 105 | 106 |
| Combined R/W/M | 61%/8% | 63%/7% | 62%/8% | 60%/7% |

Year 6 Progress Key Stage One to Key Stage Two

Due to the cancellation of the 2020 and 2021 Key Stage 1 SATs there are no progress scores for this cohort. It is important to note that there is no Key Stage 1 data for this cohort due to the COVID-19 pandemic, so progress measures rely solely on internal Reception baseline and end-of-key-stage outcomes.

Despite these challenges, the data demonstrates that pupils have made excellent progress from their low starting points in Reception. Only 33% of pupils entered school working at the expected standard. By the end of Key Stage 2:

- Reading: 67% achieved the expected standard, compared to 30% at Reception (+37 percentage increase).
- Writing: 67% achieved the expected standard, up from 20% on entry (+47% increase).
- Maths: 70% achieved the expected standard, up from 27% (+43% increase).

The percentage of pupils achieving a Good Level of Development (GLD) at the end of Reception was 60%, and this level of attainment has been broadly maintained in the combined Reading, Writing, and Maths (RWM) outcomes at the end of Key Stage 2 (60%).

2. Gap between attainment of disadvantaged and non-disadvantaged children

Overall attainment and progress

Narrowing the Attainment Gap

| GLD All Pupils | Pupil Premium (3 chn) | Non-Pupil Premium (28 chn) | Gap |
|----------------|-----------------------|----------------------------|------|
| 58% | 0% | 64% | -64% |

*NB on entry an unusually low number of 3 children were identified as being disadvantaged.

The data for this cohort evidences the significant gap on entry into school and the need for early intervention in tackling

| Phonics 2024 | All pupils | Pupil Premium | Non Pupil Premium | Gap |
|--------------|------------|---------------|-------------------|------|
| | 79% | 82% | 95% | -13% |

Key Stage 1

| | All Pupils | Pupil Premium | Non-Pupil Premium | Gap |
|---------|------------|---------------|-------------------|------|
| Reading | 68% | 58% | 74% | -16% |
| Writing | 65% | 58% | 68% | -10% |
| Maths | 71% | 58% | 77% | -34% |

Key Stage 2 Expected Standard

| | All Pupils | Pupil Premium | Non-Pupil Premium | Gap |
|---------|------------|---------------|-------------------|------|
| Reading | 67% | 64% | 68% | -4% |
| Writing | 67% | 55% | 74% | -19% |
| Maths | 70% | 55% | 79% | -24% |

Pupil Premium provision continues to have a positive impact on outcomes across the school, particularly in reducing the attainment gap as pupils progress through Key Stage 2. Although early attainment data highlights gaps at Key Stage 1 particularly in maths (-34%) and reading (-16%) evidence shows that targeted intervention, quality-first teaching and sustained pastoral support help pupils to catch up over time. By Key Stage 2, the gap has narrowed significantly in reading from -16% to -4%, demonstrating accelerated progress for disadvantaged pupils. Writing and maths outcomes also show improved trajectories, with pupils increasingly able to sustain learning and access age-related expectations. Phonics outcomes remain above national figures for disadvantaged pupils (82%), reflecting the impact of early intervention and consistent, evidence-based support strategies. Overall, this trend indicates that the school's strategic use of Pupil Premium funding is successfully diminishing differences and enabling pupils to achieve in line with their potential by the end of Key Stage 2.

School and National Comparison

| Key Stage 2 Expected Standard | | | |
|-------------------------------|----------------------|------------------------|-----|
| | Pupil Premium School | Pupil Premium National | Gap |
| Reading | 64% | 63% | +1% |

| | | | |
|----------------|-----|-----|-----|
| Writing | 55% | 59% | -4% |
| Maths | 55% | 61% | -6% |

| Key Stage 2 Higher Standard | | | |
|------------------------------------|-----------------------------|-------------------------------|------------|
| | Pupil Premium School | Pupil Premium National | Gap |
| Reading | 27% | 21% | +6% |
| Writing | 9% | 7% | +2% |
| Maths | 27% | 15% | +12% |

Analysis of Key Stage 2 outcomes demonstrates that the school’s Pupil Premium pupils perform broadly in line with, and in some areas above, national averages. At the expected standard, attainment in reading (64%) is 1% above the national figure for disadvantaged pupils, showing the sustained impact of targeted reading interventions and consistent high quality teaching through to upper Key Stage 2. Writing (-4%) and maths (-6%) remain marginally below national disadvantaged averages.

At the higher standard, outcomes for disadvantaged pupils are notably above national averages across all subjects: reading (+6%), writing (+2%), and maths (+12%). This evidences strong progress for the most able Pupil Premium pupils and reflects the school’s commitment to raising aspirations, providing academic stretch and ensuring equitable access to greater depth learning opportunities. Overall, the data indicates that Pupil Premium provision is driving both attainment and ambition, with targeted teaching, early intervention, and enrichment contributing to sustained positive impact by the end of Key Stage 2.

3. Poor language and communication on entry to school

The children were assessed on entry by the SENCO.

(On average, 60% of 3 year olds should have achieved both levels 1 & 2 on the TALC assessment.) On entry, only 23% of the 2024-25 cohort were assessed as achieving level 2. As a results of TALC interventions and the emphasis on the development of communication and language skills in class, the number of children on track for ARE has increased from 23% to 74% achieving the ELG for Listening, attention and understanding, with 77% achieving the ELG for Speaking.

The children in the Reception class have been grouped throughout the year, according to their TALC results. ELKLAN intervention began in September 2024 and progress has been excellent. Blank Level 1, 2 and 3 (towards the end of the year) children complete 3 x weekly input by the TA/ class teacher and weekly intervention by the SENCo.

Vocabulary sequencing, word finding and understanding others (the ability to feel and / or see things from another’s point of view) were highlighted as main areas of difficulty in the TALC assessments. This has been a focus for whole class teaching as well as intervention. Notably, there are a high number of children in this class with EAL; therefore, the results for vocabulary initially were especially low.

The children ‘s progress has been assessed on an on-going basis, and chn have been assessed against the TALC levels at the end of Reception.

TALC ASSESSMENT RESULTS 2024-2025

| Date of assessment | Have not achieved Blank Level 1 | Passed Blank Level 1 | Passed Blank Level 2 (60 % of 3 year olds can do – they have | Passed Blank Level 3 and Blank Level 4 |
|--------------------|---------------------------------|----------------------|---|--|
| | | | | |

| | | | | |
|-----------|------|------------------------------|--|--|
| | | (60 % of 3 year olds can do) | passed blank level 2) | (65% of children understand blank level 3 and 4 when aged 5) |
| Sept 2023 | 8/30 | 14/30 | 8/30 | 0/30 |
| Sept 2024 | 7/30 | 16/30 | 6/30 | 1/30 |
| July 2025 | 0/30 | 5/30 16% | 9/30 10% | 13/30 30% (L3) 44% (L4) |
| | | | Therefore 74% at ARE Nationally 65% achieve this. | |

4. Poor social and emotional skills on entry to school

90% of children in the Reception cohort achieved the expected level in Self-Regulation at the end of the academic year July 2025. This is compared to only 21% on track at ARE on entry.

5. High number of pupils with SEND displaying difficulties regulating behaviour.

The nurture provision has proved invaluable to assist children in regulating behaviour and over time has enabled children with significant SEMH to access the class for longer periods of time and indeed full time. It is accessed by children from Reception to year 6 and provides a safe haven for children who have experiences early childhood trauma. We have invested funding to ensure we have an in school trained children’s counsellor and also members of staff have a diploma in early childhood trauma informed. Our mindful therapist has also had a significant impact in this area giving children strategies to use in times of crisis.

- Impact:
- Self-regulation demonstrated at times of challenge; calming down more quickly and learnt strategies to aid this process
 - Focused listening and attention demonstrated.
 - Developing relationships with others in class improvements in following instructions in small group situations
 - Children are more-able to work in class more independently
 - Fewer incidents of emotional outbursts Less anxiety displayed in class and more confidence in speaking in class.
- Sensory Circuits provided daily Impact:
- Improvements seen in fine motor skills / gross motor skills.
 - Improvements in behaviour for learning after sensory circuits
 - (Further children utilise sensory circuits throughout the school day for sensory breaks)

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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

N/A DFE programmes

| Programme | Provider |
|-----------|----------|
| | |
| | |