



## Pupil premium strategy statement – 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Stoke Holy Cross Primary
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	7% (14) (reduced from 9%/17 pupils in 24-25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of 3 (2025-28)
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026, October 2026 (evaluation and review)
Statement authorised by	J Chaney Headteacher
Pupil premium lead	J Chaney Headteacher
Governor	Aaron Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,396
<b>Total budget for this academic year</b>	<b>£35,996</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When we decide how to use our Pupil Premium funding, we always start by looking carefully at the needs of our school and the challenges our pupils may face. We also use research from the Education Endowment Foundation (EEF) to make sure our choices are based on what is proven to work.

Every child is different, and the barriers they face can vary widely. There is no single approach that works for everyone, so we use detailed assessments to understand what each pupil needs and how we can best support them.

All of our teaching staff are involved in looking at pupils' progress and identifying where extra help might be needed. Regular progress meetings with teachers and teaching assistants help ensure that everyone understands each child's strengths and areas for development.

Our aim is for every pupil, no matter their background, to make good progress and achieve well in all subjects. Our Pupil Premium strategy focuses on supporting disadvantaged pupils to reach these goals, including those who are already achieving highly.

We also consider the needs of other vulnerable pupils, such as children with a social worker or young carers. Many of the activities and support we put in place will benefit all pupils, whether they are eligible for Pupil Premium or not.

#### How We Support Every Child to Succeed

At our school, high-quality teaching that is guided by research is at the heart of everything we do. Evidence shows that focusing on the areas where disadvantaged pupils need the most support has the greatest impact on closing the attainment gap. At the same time, these approaches also help all pupils, ensuring that non-disadvantaged pupils continue to make progress and achieve their potential.

#### How we put this into practice:

- We make sure disadvantaged pupils are challenged with work that stretches them.
- We act quickly to provide extra support as soon as a pupil's needs are identified.
- All staff take responsibility for disadvantaged pupils' outcomes and have high expectations for what they can achieve.
- Different approaches are combined to help all pupils progress.

#### Our main goals for every pupil:

- Remove barriers to learning caused by poverty, family circumstances, or background.
- Narrow the attainment gaps between disadvantaged pupils and their peers, both within school and nationally.
- Ensure all pupils can read fluently and understand what they read, so they can access all areas of the curriculum.
- Develop pupils' confidence in speaking and communicating effectively in a variety of situations.
- Support pupils' social and emotional wellbeing and help them build resilience.
- Provide opportunities for pupils to develop their knowledge and understanding of the world.

#### How we achieve these goals:

- Provide all teachers with high-quality professional development so every pupil benefits from excellent teaching.
- Offer targeted support and intervention to quickly address gaps in learning, including small group work, individual support, and before-school focused sessions.
- Use funding to ensure all pupils have access to enrichment and first-hand learning experiences.
- Give pupils opportunities to participate in extra-curricular activities, including sport and music.
- Provide nurture support to help pupils access learning both inside and outside the classroom.


## Key Principles:

- Teaching, learning, and assessment are designed to meet the needs of all pupils, based on careful analysis of data.
- Class teachers identify specific interventions and support for individual pupils through Pupil Premium Plans, which are reviewed at least termly.
- Pupils with social, emotional, or mental health needs receive high-quality support.
- Strategies are regularly reviewed and adapted to meet the changing needs of individual pupils.

By combining research-informed teaching with targeted support and a whole-school approach, we aim to ensure that all pupils, whether disadvantaged or not, have the opportunities, guidance, and challenge they need to thrive academically, socially, and emotionally.

## Challenges

This details the key challenges to achievement that we have identified for some of our disadvantaged pupils.

Challenge number	Detail of challenge for some pupils																																																									
1	<b>Intersectionality of PPG and SEND</b> – our school context and data analysis shows an over-lap for SEND needs and disadvantage. 29% of our Disadvantage children are also on our SEND register. 14% of our disadvantaged pupils have an EHCP.																																																									
2	<b>Speech, Language and Communication barriers on entry and through the Key Stage, which impacts acquiring secure phonics by end of Y1. We know speaking, listening, and writing, strengthens reading comprehension, spelling, and the ability to write with fluency.</b> The 3-year data (2023, 2024, 2025 for Y1 phonics: 2023-79% 2024-57% (Nat 80%, Nor 78%) 2025-80% (Nat 80%, Nor 77.7%)																																																									
3	<b>Behaviour, SEMH-barriers</b> – we aim for excellent behaviour for learning, enabling all pupils to work towards achieving their potential. Many of our disadvantaged children experience behaviour/SEMH challenges, especially those with SEND, where SEMH is often a primary or secondary SEND need (45%).																																																									
4	<b>Access to opportunities – enrichment and extra-curricular</b> – we do not want any child or family unable to participate in school clubs or trips because of constraints on family income. This supports our equality policy and our vision for children to aspire and achieve success.																																																									
5	<b>Gaps in Writing and Combined Score:–</b>  <p>The figure consists of four bar charts, each representing a different subject: RWM Exp Std, Reading Exp Std, Writing Exp Std, and Maths Exp Std. Each chart shows the percentage of pupils meeting the expected standard (Exp Std) for three years: 2023, 2024, and 2025. The data is categorized into three groups: Sch/Gp (blue bars), Nfk (green bars), and Nat (grey bars). The y-axis represents the percentage of pupils, ranging from 0% to 100%.</p> <table border="1"> <caption>Performance Gaps in Writing and Combined Score</caption> <thead> <tr> <th>Subject</th> <th>Year</th> <th>Sch/Gp (%)</th> <th>Nfk (%)</th> <th>Nat (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">RWM Exp Std</td> <td>2023</td> <td>14.3%</td> <td>33%</td> <td>44.0%</td> </tr> <tr> <td>2024</td> <td>16.7%</td> <td>34%</td> <td>43.0%</td> </tr> <tr> <td>2025</td> <td>0.0%</td> <td>39%</td> <td>47.0%</td> </tr> <tr> <td rowspan="3">Reading Exp Std</td> <td>2023</td> <td>42.9%</td> <td>54%</td> <td>60.0%</td> </tr> <tr> <td>2024</td> <td>16.7%</td> <td>57%</td> <td>62.0%</td> </tr> <tr> <td>2025</td> <td>66.7%</td> <td>57%</td> <td>63.0%</td> </tr> <tr> <td rowspan="3">Writing Exp Std</td> <td>2023</td> <td>14.3%</td> <td>48%</td> <td>57.0%</td> </tr> <tr> <td>2024</td> <td>16.7%</td> <td>48%</td> <td>58.0%</td> </tr> <tr> <td>2025</td> <td>33.3%</td> <td>54%</td> <td>59.0%</td> </tr> <tr> <td rowspan="3">Maths Exp Std</td> <td>2023</td> <td>42.9%</td> <td>49%</td> <td>58.0%</td> </tr> <tr> <td>2024</td> <td>33.3%</td> <td>53%</td> <td>59.0%</td> </tr> <tr> <td>2025</td> <td>66.7%</td> <td>53%</td> <td>61.0%</td> </tr> </tbody> </table>	Subject	Year	Sch/Gp (%)	Nfk (%)	Nat (%)	RWM Exp Std	2023	14.3%	33%	44.0%	2024	16.7%	34%	43.0%	2025	0.0%	39%	47.0%	Reading Exp Std	2023	42.9%	54%	60.0%	2024	16.7%	57%	62.0%	2025	66.7%	57%	63.0%	Writing Exp Std	2023	14.3%	48%	57.0%	2024	16.7%	48%	58.0%	2025	33.3%	54%	59.0%	Maths Exp Std	2023	42.9%	49%	58.0%	2024	33.3%	53%	59.0%	2025	66.7%	53%	61.0%
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6	<b>Attendance and Punctuality</b> – our DfE data shows disadvantaged pupil attendance is 3.7% lower than non-disadvantaged pupils. This is impacted by SEN and SEMH factors. Research shows a strong link between poor attendance and attainment.																																																									

## 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 (Short/medium term assessments are tracked and internal data analysed, to support achievement of longer term goals.)
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) (KS2 reading outcomes in 2027/28 show disadvantaged pupils met the expected standard.)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Maths	Achieve national average progress scores in KS2 Maths (0) (KS2 Maths outcomes in 2027/28 show that disadvantaged pupils met the expected standard.)
Phonics	Achieve at least national average expected standard in Phonics Screening Check (PSC)
Attendance and Punctuality	Ensure attendance of disadvantaged pupils is above 96%. This is an ambitious school target and would bring school attendance in line with pre-Covid levels. Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed.</li> <li>• the overall school attendance meeting 96%+ (or the imposed target).</li> <li>• the percentage of all pupils who are persistently absent being below 7%.</li> </ul>
Pupils can regulate their behaviour, to ensure disadvantaged pupils can learn in a safe and productive environment	Reduction in behaviour log reporting – internal data maintained for number of incidents, number of behaviour plans required, number of safety risk assessments undertaken will show the achievement of our intended outcomes. Sustained high levels of pupil well-being by 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in class disruption</li> </ul>
Disadvantaged pupils access to opportunities	Increase in disadvantaged pupil participation in enrichment and extra-curricular activities.

## 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: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress Meetings funded x3. £2000	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’</p> <p>We believe it is important to give time to assess, plan and deliver and review with all those accountable for progress. Teaching Assistants need to be aware of the ‘what and why’ to be most effective in their support of learning.</p> <p>Provision maps showing interventions discussed in the meetings will support quality assurance. Benchmarking, detailed feedback notes, and exit assessments will be used to demonstrate impact.</p>	1,2,3,5,6

<p>Maths Lead/Teaching staff CPD £2200</p> <p>English Lead/Teaching staff CPD £2200</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/Mathematics_guidance:_key_stages_1_and_2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/Mathematics_guidance:_key_stages_1_and_2</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>Strong subject knowledge and leadership, cascaded to all staff responsible for Teaching and Learning, is essential to maintain the drive for improved progress for all pupil groups.</p> <p>Maths confidence and ability is a weakness for our PPG pupils and has been impacted by Covid-19 disruption, especially where parents have found difficulties in supporting remote learning.</p> <p>Maths Mastery project through Maths Hub – time to meet mentor, attend workshops and lead staff.</p> <p>English Lead – monitoring across school and working with writing consultant (VNET). Release time and resourcing to support SIDP plan.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1763823697">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1763823697</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a></p>	<p>1</p> <p>1,2,5</p>
<p>Phonics £2000</p> <p>Library refresh £2000</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>New library has had a cull of old/well-read books and requires a re-stock.</p> <p>Reading Lead involved in ELS Phonics scheme leadership, data analysis and coaching/monitoring teaching staff (teachers and teaching assistants). Continued work with parents is a key step for the success of pupils’ phonics skills.</p> <p>School has identified spelling as an area for support and the purchase of ELS spelling for Y2 will be offered and monitored for impact – this is year 3 of this initiative.</p>	<p>1,2,5</p> <p>5</p>
<p>Teaching Assistant CPD £2000</p>	<p>EEF research guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.’</p> <p>Staff will benefit from updated workshops for a variety of areas including core subjects, Spelling, Grammar and Punctuation (SPaG), as identified in our SIDP and behaviour.</p>	<p>1,2,3,5,6</p>

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

Budgeted cost: £11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant-deployed by need/highest disadvantage in cohorts £11500	<p>EEF research guidance:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.’</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning.</p> <p>School has successfully recruited graduates in Teaching Assistant roles, to offer high quality learning support.</p> <p>As this is such a significant investment, it will have a really clear implementation and evaluation framework, by carrying out an internal (or external) review of the use and impact of TAs.</p> <p>Endorsed by EEF Research:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>‘Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’ Teaching Assistant will deliver NELI, which supports our identified language barriers children have on entry to YR.</p> <p>Two teaching assistants have undertaken training. This supports succession.</p> <p>Four sessions per week are delivered to small groups.</p> <p>Teaching assistants deliver interventions before school for target pupils.</p>	1,2,3

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

Budgeted cost: £12,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School sessions £9065	<p>Key findings of Forest Research:  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p>	3,4,6

	<ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p>L3/HLTA rate teacher to support pupils across the school, across the year, to help pupils manage their SEMH barriers and apply greater regulation within the classroom.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	
<p>Midday Supervisory Assistant (MSA) £1600</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Our approach offers responsibilities to pupils to raise their self-esteem. It also provides positive models for behaviours during less structured times in school.</p>	3
<p>Home learning support for SATs £181</p>	<p>'SATs busters' books.</p> <p>Monitor engagement by disadvantaged pupils and other pupil groups.</p> <p>Where completion of home learning is low, devise sessions to support pupils to have in-school support.</p>	1,5
<p>Enrichment-e.g. Mad Scientist, DNA Detectives, enactment days, £500</p>	<p>To support our aims for all pupils to have opportunities and aspirations for their future lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	4,5,6
<p>Extra-curricular opportunities-music, football £500</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>We have monitored the uptake of extra-curricular participation. We are proactive in prioritising the PPG pupils to join out of school activities.</p>	4,6
<p>Start small, dream big initiative to develop aspiration CPD/delivery £250</p>	<p>Our SIDP and vision aims to develop equality, aspiration and success for all.</p> <p>A teacher has responsibility for co-ordinating visitors to school and visits to businesses, to inspire pupils and to make links between learning in school and opportunities in successful employment and later life.</p> <p>We have had inspirational visitors into school. Development of this initiative is to go into businesses to give an insight into the world of work.</p>	1,4,6

**Total budgeted cost: £35,996**

## Part B: Review of outcomes in the academic year 2025-26

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

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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*

Programme	Provider
Speech and Language	NELI
Maths support	Times Tables - play.ttrockstars.com
Regulation/SEMH support	Zones of Regulation
Regulation/SEMH support	Lego Therapy
Communication and language	Socially Speaking

### Service pupil premium funding (optional)

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

Measure	Details
There are service pupils 2024-25	No details as cohort is small.

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Stoke Holy Cross Primary
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	9% (17)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 3 of 3 (2022-2025)
Date this statement was published	October 2024
Date on which it will be reviewed	April 2025, September 2025 (evaluation)
Statement authorised by	J Chaney Headteacher
Pupil premium lead	J Chaney Head teacher
Governor	Aaron Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,990
Recovery premium funding allocation this academic year	£ 870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,637
<b>Total budget for this academic year</b>	£36,497

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Alongside this, research, conducted by the EEF, supports our expenditure plans for our pupils.

The challenges are varied and there is no “one size fits all”. Strategic decisions are rooted in robust diagnostic assessment to meet the common barriers and individual needs.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. This is secured through robust progress meetings with staff who are directly involved in teaching and learning i.e. Teachers and Teaching Assistants.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and we aspire for all pupils to achieve high attainment 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 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.

Research-informed 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and with regard to those nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

-Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, individual interventions, before-school focussed intervention,
- Target funding to ensure that all pupils have access to enrichment and first hand learning experiences
- Provide opportunities for all pupils to participate in extra-curricular activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils, which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality initial provision from appropriately trained adults.

Strategies may change and develop based on the emerging needs of individuals.

## Challenges

This details the key challenges to achievement that we have identified for some of our disadvantaged pupils.

Challenge number	Detail of challenge for some pupils
1	<b>Intersectionality of PPG and SEND</b> – our school context and data analysis shows an over-lap for SEND needs and disadvantage. 33% of our Disadvantage children are also on our SEND register. 5% of our disadvantaged pupils have an EHCP.
2	<b>Speech, Language and Communication barriers on entry and through the Key Stage, which impacts acquiring secure phonics by end of Y1</b> The 6-year data (2019-2024) for Y1 phonics: 2019-77% 2020-no data (Covid19) 2021-50% 2022-79% 2023-79% 2024-57% (Nat 80%, Nor 78%)
3	<b>Behaviour, SEMH-barriers</b> – we aim for excellent behaviour for learning, enabling all pupils to work towards achieving their potential. Many of our disadvantaged children experience behaviour/SEMH challenges, especially those with SEND, where SEMH is often a primary SEND need (10%).
4	<b>Access to opportunities – enrichment and extra-curricular</b> – we do not want any child or family unable to participate in school clubs or trips because of constraints on family income. This supports our equality policy and our vision for children to aspire and achieve success.
5	<b>Gaps in Writing and Maths</b> – 2023 end of KS2 data: No validated data for 2024 yet Writing – Disadvantaged - -4.4      Non-disadvantaged - -1.4

	<p>Maths - Disadvantaged - -1.4      Non-disadvantaged - -0.4</p> <p>The Reading gap over 5 years:</p> <table> <tr> <td></td> <td>2019</td> <td>2023</td> <td>2024</td> </tr> <tr> <td>Disadvantaged</td> <td>+1.9</td> <td>-1.2</td> <td></td> </tr> <tr> <td>Non-disadvantaged</td> <td>-3.2</td> <td>+1.0</td> <td></td> </tr> </table>		2019	2023	2024	Disadvantaged	+1.9	-1.2		Non-disadvantaged	-3.2	+1.0	
	2019	2023	2024										
Disadvantaged	+1.9	-1.2											
Non-disadvantaged	-3.2	+1.0											
6	<p><b>Attendance and Punctuality</b> – our internal data shows disadvantaged pupil attendance is 1.4% lower than non-disadvantaged pupils. Research shows a strong link between poor attendance and attainment.</p>												

## 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 (Short/medium term assessments are tracked and internal data analysed, to support achievement of longer term goals.)
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Maths	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve at least national average expected standard in Phonics Screening Check (PSC)
Attendance and Punctuality	Ensure attendance of disadvantaged pupils is above 97%. This is an ambitious school target and would bring school attendance in line with pre-Covid levels.
Pupils can regulate their behaviour, to ensure disadvantaged pupils can learn in a safe and productive environment	Reduction in behaviour log reporting – internal data maintained for number of incidents, number of behaviour plans required, number of safety risk assessments undertaken will show the achievement of our intended outcomes.
Disadvantaged pupils access to opportunities	Increase in disadvantaged pupil participation in enrichment and extra-curricular activities.

## 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: £15968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress Meetings funded x3. £2000</p>	<p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>            ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’            We believe it is important to give time to assess, plan and deliver and review with all those accountable for progress. Teaching Assistants need to be aware of the ‘what and why’ to be most effective in their support of learning.            Provision maps showing interventions discussed in the meetings will support quality assurance. Benchmarking, detailed feedback notes, and exit assessments will be used to demonstrate impact.</p>	<p>1,3,5</p>

<p>Maths Lead/Teaching staff CPD £2000</p> <p>English Lead/Teaching staff CPD £2000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>Strong subject knowledge and leadership, cascaded to all staff responsible for Teaching and Learning, is essential to maintain the drive for improved progress for all pupil groups.</p> <p>Maths confidence and ability is a weakness for our PPG pupils and has been impacted by Covid-19 disruption, especially where parents have found difficulties in supporting remote learning.</p> <p>Maths Mastery project through Maths Hub – time to meet mentor, attend workshops and lead staff.</p> <p>English Lead – monitoring and writing consultancy.</p>	<p>1,2,5</p>
<p>Phonics £2000</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p> <p>Reading Lead involved in ELS Phonics scheme leadership, data analysis and coaching/monitoring teaching staff (teachers and teaching assistants). Working with parents is a key next step for the success of pupils’ phonics skills. There is additional resourcing and organising required, as identified during the Wensum Literacy Hub audit in July 2024.</p> <p>School has identified spelling as an area for support and the purchase of ELS spelling for Y2 will be offered and monitored for impact – this is year 2 of this initiative.</p>	<p>2</p>

<p>Teaching Assistant CPD £2000</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.'</p> <p>Staff will benefit from updated workshops for a variety of areas including core subjects, Spelling, Grammar and Punctuation (SPaG/, as identified in our SIDP) and behaviour.</p>	<p>3,6</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants-deployed by need/highest disadvantage in cohorts £18000</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.'</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning.</p> <p>School has successfully recruited graduates in Teaching Assistant roles, to offer high quality learning support.</p> <p>As this is such a significant investment, it will have a really clear implementation and evaluation framework, by carrying out an internal (or external) review of the use and impact of TAs.</p> <p>Endorsed by EEF Research: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.' Teaching Assistant will deliver NELI, which supports our identified language barriers children have on entry to YR.</p>	<p>1,2,5</p>

	<p>Two teaching assistants have undertaken training. This supports succession.</p> <p>Four sessions per week are delivered to small groups.</p> <p>Teaching assistants deliver interventions before school for target pupils.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School sessions £6255	<p>Key findings of Forest Research:  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p>L3 teacher to support pupils across the school, across the year, to help pupils manage their SEMH barriers and apply greater regulation within the classroom.</p>	3,4,5
Midday Supervisory Assistant (MSA) £1513	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Our approach offers responsibilities to pupils to raise their self-esteem. It also provides positive models for behaviours during less structured times in school.</p>	5
Lunch Time Activity Coaching £750		3,4
Enrichment-e.g. Mad Scientist,	<p>To support our aims for all pupils to have opportunities and aspirations for their future lives.</p>	3,8

DNA Detectives, enactment days, £3000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
Extra-curricular opportunities- music, football £2000`	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a> <p>We have monitored the uptake of extra-curricular participation. We are proactive in prioritising the PPG pupils to join out of school activities.</p>	3,8
Start small, dream big initiative to develop aspiration CPD/delivery £1500	<p>Our SIDP and vision aims to develop equality, aspiration and success for all.</p> <p>A teacher has responsibility for co-ordinating visitors to school and visits to businesses, to inspire pupils and to make links between learning in school and opportunities in successful employment and later life.</p>	4,5

**Total budgeted cost: £49,968**

## Part B: Review of outcomes in the academic year 2024-25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

During the 2024/25 academic year, we conducted a thorough review of the performance of our disadvantaged pupils using a range of evidence, including Key Stage 1 and Key Stage 2 outcomes, phonics screening check results, and our own internal assessment data. To better understand how well our disadvantaged pupils are achieving, we benchmarked their outcomes against those of both disadvantaged and non-disadvantaged pupils at national and regional levels. This comparison enabled us to identify strengths, gaps, and priority areas for improvement.

#### Attendance:

#### All pupils – Y1-Y6

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	177	95.7%	94.9%	Close to average	Relative decline	-
2023/24	168	95.5%	94.5%	Above	Relative improvement	-

#### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	16	92.4%	92.6%	Close to average	Relative decline	-
2023/24	19	91.9%	92.0%	Close to average	Relative decline	-

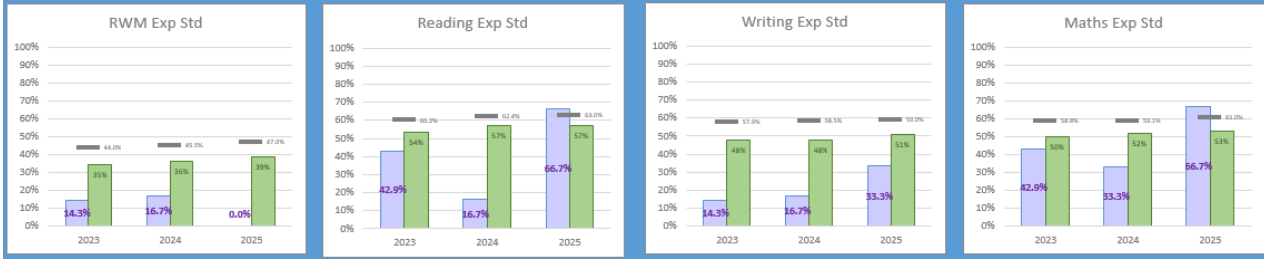
Our attendance data for disadvantaged pupils takes into account the intersectionality of disadvantage and SEN for many of our pupils. The support to improve attendance includes part time tables, welfare/home visits, working closely with parents/carers to explore barriers and to target improvement, making attending school motivating through ensuring connection with preferred adults, planning/offering soft starts, assigning 'special' jobs, for example.

#### KS2 Results 2024-25

		Colour-ranking against 2025 DfE Nationals										
		Norfolk			55.0%	5.0%	71.0%	29.0%	66.0%	8.0%	69.0%	21.0%
		National			62.0%	8.3%	75.0%	33.0%	72.0%	13.0%	74.0%	26.0%
		0.0	0.0	0.0	59.1%	13.6%	86.4%	31.8%	68.2%	13.6%	77.3%	27.3%
SchoolName	Count of Pupils	R Prog	W Prog	M Prog	% RWM EXS	%RWM High	%Rea EXS	%Rea High	%Wri EXS	%Wri High	%Mat EXS	%Mat High
Stoke Holy Cross Primary School	22				59.1%	13.6%	86.4%	31.8%	68.2%	13.6%	77.3%	27.3%
<b>Grand Total</b>	<b>22</b>				<b>59.1%</b>	<b>13.6%</b>	<b>86.4%</b>	<b>31.8%</b>	<b>68.2%</b>	<b>13.6%</b>	<b>77.3%</b>	<b>27.3%</b>

		Colour-ranking against 2025 DfE Nationals										
		Norfolk			55.0%	5.0%	71.0%	29.0%	66.0%	8.0%	69.0%	21.0%
		National			62.0%	8.3%	75.0%	33.0%	72.0%	13.0%	74.0%	26.0%
		0.0	0.0	0.0	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%	66.7%	0.0%
SchoolName	Count of Pupils	R Prog	W Prog	M Prog	% RWM EXS	%RWM High	%Rea EXS	%Rea High	%Wri EXS	%Wri High	%Mat EXS	%Mat High
Stoke Holy Cross Primary School	3				0.0%	0.0%	66.7%	0.0%	33.3%	0.0%	66.7%	0.0%
<b>Grand Total</b>	<b>3</b>				<b>0.0%</b>	<b>0.0%</b>	<b>66.7%</b>	<b>0.0%</b>	<b>33.3%</b>	<b>0.0%</b>	<b>66.7%</b>	<b>0.0%</b>

## Disadvantaged



### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	13%	46%	Below (sig-)	68%	-55	Not applicable	Not applicable
2025	3	0%	47%	Small cohort	69%	-69	Suppressed	-
2024	6	17%	46%	Below (non-sig)	67%	-51	Narrowing	-

### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	38%	62%	Below (sig-)	80%	-42	Not applicable	Not applicable
2025	3	67%	63%	Small cohort	81%	-14	Suppressed	-
2024	6	17%	62%	Below (sig-)	80%	-63	Widening	-

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	19%	59%	Below (sig-)	78%	-59	Not applicable	Not applicable
2025	3	33%	59%	Small cohort	78%	-45	Suppressed	-
2024	6	17%	58%	Below (sig-)	78%	-61	Narrowing	-

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	44%	60%	Below (non-sig)	80%	-36	Not applicable	Not applicable
2025	3	67%	61%	Small cohort	80%	-14	Suppressed	-
2024	6	33%	59%	Below (non-sig)	79%	-46	Widening	-

**All pupils - Year 4 MTC**

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	88	19.1	20.2	Below (non-sig)	Not applicable	Not applicable
2024	29	22.3	20.6	Above (sig+)	Sig increase	-
2023	28	17.5	20.2	Below (sig-)	No sig change	-

**Multiplication Tables Check**

Norfolk				19.8	28.5%
National				21.0	37.3%
Result (Multiple Items)					
SchoolName	Surname	Forename	Count Pupil	Average of Result	MaxMarks Achieved
Stoke Holy Cross Primary School			27	19.6	22%
<b>Grand Total</b>			<b>27</b>	<b>19.6</b>	<b>22%</b>

**Multiplication Tables Check**

Norfolk				19.8	28.5%
National				21.0	37.3%
Result (Multiple Items)					
SchoolName	Surname	Forename	Count Pupil	Average of Result	MaxMarks Achieved
Stoke Holy Cross Primary School			1	8.0	0%
<b>Grand Total</b>			<b>1</b>	<b>8.0</b>	<b>0%</b>

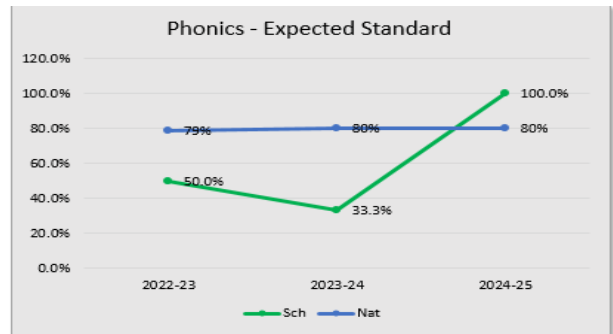
Our Maths Lead has continued to work with the Angles Maths Hub. Teaching Assistants have delivered interventions in school time and through our ‘Early Work’ initiative where invited pupils arrive before school to receive times tables support. All pupils have access to TimesTable Rockstars (TTR) as home learning and there is promotion of the use of this through TTR assemblies.

\*Our next steps need to address the gap between our disadvantaged and non-disadvantaged. Further initiatives are required to ensure all pupils are able to improve their scores to at least the Norfolk standard and to strive for the National average.

The TTR club needs to ensure disadvantaged pupils are targeted and are motivated to attend.

**Phonics Results – Disadvantaged Pupils**

Phonics					
Pupil Group	Pupils	National	School	Gap	Pupil Gap
All Pupils	3	80.0%	100.0%	20%	1
Male	1	76.1%	100.0%	24%	0
Female	2	84.1%	100.0%	16%	0
Disadvantaged	3	67.0%	100.0%	33%	1
Non-Disadvantaged		83.5%			
SEN No Recorded Provi	3	88.2%	100.0%	12%	0
SEN Support		52.1%			
SEN EHCP		20.4%			
EAL		79.8%			
Non-EAL	3	80.5%	100.0%	20%	1
Service Child (Y)					



Colour ranking against 2025 National Results								
Norfolk				0%	3%	19%	77.7%	32.7
National				0%	3%	17%	80.0%	33.3
<b>Aggregated Total for filtered selection</b>				<b>3</b>	<b>0%</b>	<b>0%</b>	<b>100.0%</b>	<b>35.7</b>
School Name	Surname	Forename	Count of Pupils	A (%)	D (%)	Wt (%)	Wa (%)	Average of Mark
Stoke Holy Cross Primary School			3	0%	0%	0%	100.0%	35.7
<b>Grand Total</b>			<b>3</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100.0%</b>	<b>35.7</b>

Our drive to improve phonics has been achieved through regular tracking and targeting gaps with interventions, staff training and coaching. The Phonics/Reading Lead has attended CPD and on-going work with other schools, and on returning, training has been cascaded to relevant staff. Teachers and Teaching

Assistants have delivered interventions in school time and through our 'Early Work' initiative where invited pupils arrive before school to receive short, focussed, intensive phonics support.

Progress meetings and assessment analysis maintain a close overview and responsive input to address concerns.

\*Our next challenge is to maintain and improve the achievements, especially with the new target of 90% of pupils expected to achieve the phonics threshold.

The phonics early work needs to ensure disadvantaged pupils are targeted and are motivated to attend. Barriers to attending must be explored and parents/carers supported.

2025-26 - A reorganisation of teachers has taken place, to target cohorts.

### **Behaviour and SEMH support:**

Our lunch time initiative of additional coaching had a mixed reception and impact.

The support of an additional adult supervising a cohort supported our staff Midday Supervisory Assistants (MSAs) to engage more directly with the other children at lunch time.

The majority of children were engaged and participated in the focussed activities. A small number of parents/carers were dissatisfied that their children were being directed to additional activities as a class at lunch times so requested them not to take part.

On balance, we prefer a model of additional MSAs to interact with the pupils across lunch time. This is more cost effective, although recruitment of additional MSAs to work an hour a day is very difficult. Stoke Holy Cross Primary is not alone in the recruitment issue, having raised this in 'Team Around the School' meetings.

## **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>
Speech and Language	Wellcomm
Speech and Language	TalkBoost
Maths support	Times Tables - play.ttrockstars.com
Regulation/SEMH support	Zones of Regulation
Regulation/SEMH support	Lego Therapy
Communication and language	Socially Speaking
STARFISH	Salvation Army (MHWB input)

## **Service pupil premium funding (optional)**

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

Measure	Details
There are service pupils 2024-25	No details as cohort is small.