

# Pupil premium strategy statement for Charlton Kings Infants' School - 2025- 2028 (December 25)

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

It outlines our three year pupil premium strategy, which is reviewed and updated on an annual basis to demonstrate how we intend to spend the funding in this academic year. It also highlights the impact of last year's spending of the pupil premium grant on improving outcomes for pupils at CKIS.

## School overview

Detail	Data
School name	Charlton Kings Infants' School
Number of pupils in school	313 (Inc Kindergarten) 268 (YR-Y2)
Proportion (%) of pupil premium eligible pupils	18 children (7%) 1 Early Years PP (2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – amended yearly to match our cohort</b> )	2025-20258
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Neil Owens, Acting Headteacher
Pupil premium lead	Emma Turner
Governor / Trustee lead	Amy Coole

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 22,860</b>

## Part A: Pupil premium strategy plan

### Statement of intent:

*'The wings to fly, the confidence to try'*

*Charlton Kings Infants' School is a place where every child is supported to thrive academically, socially, and emotionally in a safe, inclusive environment. Our Pupil Premium strategy ensures that barriers to learning are identified and addressed, enabling disadvantaged pupils to make rapid progress, achieve high academic standards and develop confidence and resilience. Through high-quality teaching, targeted support and family engagement, we aim for 'no child to be left behind' while promoting fairness, equity and success for all.*

**OFSTED May 2024:** *'This is a school with true community spirit. **Inclusivity** is at the school's core. The school works effectively with parents to give every child the best chance.'*

At Charlton Kings Infants' School and Kindergarten, Pupil Premium funding is used strategically to ensure that disadvantaged pupils achieve strong academic outcomes and make sustained progress from their starting points, particularly in relation to **Early Years Foundation Stage (EYFS) Early Learning Goals** and **Key Stage 1 outcomes**. High expectations of all, underpin decisions to ensure pupils develop secure foundations for future learning.

In EYFS, funding is prioritised to increase the proportion of disadvantaged children achieving a **Good Level of Development (GLD)**, with a particular focus on **communication and language, early reading and phonics, writing and number**. Barriers to learning are identified early through assessment, observation, tracking and partnership with families.

**Success measures include:**

- An increased percentage of disadvantaged pupils achieving GLD by the end of Reception
- Diminishing gaps between disadvantaged pupils and their peers in all areas
- Improved baseline-to-exit progress in communication, language, literacy and mathematics

Across Key Stage 1, Pupil Premium funding supports disadvantaged pupils to achieve age-related expectations in **phonics, reading, writing, and mathematics**, ensuring they are well prepared for Key Stage 2. High-quality teaching is supplemented by targeted interventions designed to accelerate progress by addressing identified gaps.

**Success measures include:**

- Improved outcomes for disadvantaged pupils in the **Year 1 Phonics Screening Check**
- Increased proportions of disadvantaged pupils working at or above age-related expectations in reading, writing, and mathematics by the end of Year 2
- Reduced attainment gaps between disadvantaged pupils and non-disadvantaged pupils

We recognise that our childrens' wellbeing and mental health are integral to academic success. Targeted pastoral and emotional support is provided where needed to improve our pupils' readiness to learn and engagement in lessons.

**Success measures include:**

- Attendance and punctuality for disadvantaged pupils aligned with non-disadvantaged
- Increased engagement, confidence, and positive attitudes to learning evidenced through observations and pupil voice

The impact of Pupil Premium funding is reviewed regularly through assessment data, pupil progress meetings and evaluation of interventions. While support is targeted to disadvantaged pupils, strategies are implemented to benefit the wider school and kindergarten cohort where appropriate, ensuring that all pupils leave our infant school with secure academic foundations, confidence and self-belief and the skills required for continued success.

Ultimate objectives

Our ultimate objectives are:

- To ensure a culture of high expectation of progress and achievement for every child based on secure knowledge and assessment, rather than assumption.
- To inspire our young children to feel proud of personal and academic achievements and feel motivated to celebrate ongoing success.
- To inspire all our young children to become lifelong learners, understanding that social, economic and educational disadvantage should not be an anchor and determiner for future success and achievement.
- To maximise access to our aspirational rich broad and balanced curriculum, improve self-esteem and resilience, and reduce barriers for those vulnerable to underachievement.

Achieving these objectives:

We will achieve these objectives by:

- Rigorously monitoring and tracking the progress of all pupils with a specific focus on those who are disadvantaged or at risk of underachieving, by the PP lead.

They will work closely with the SLT to support teachers in ensuring all children are on track to achieve academic targets.

- Inspiring all pupils to take pride in their achievements by modelling and celebrating academic achievement.
- Working in close partnership with our families, local communities and multi-agency professionals.
- Embedding a culture of research. We protect time for teachers to collaborate in professional 'teaching trios' and explore new strategies or projects that have direct impact or educational outcomes for our learners. The school use this as a vehicle to empower leadership at all levels and promote transformational school improvement.
- Sustaining high quality continuing professional development for all staff to ensure they have the knowledge and expertise to deliver the highest quality teaching and learning for all.
- Training staff to recognise and address the barriers and challenges faced by those pupils vulnerable to underachievement to secure accelerated progress and attainment.
- Ensuring accurate assessment of pupil progress and attainment to inform purposeful and timely intervention and ongoing teaching and learning, through teacher assessment.
- Using research-based interventions, targeted at accelerating progress and attainment for all.

## Challenges:

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

Challenge number	Detail of challenge
<b>In- School Barriers</b>	
1	Assessment and identification demonstrate that 32% of PP pupils in our current cohort (above the national average) demonstrate specific educational needs and require personalised scaffolds and targeted interventions to meet these needs.
2	Nationally, evidence demonstrates that poor personal, social and emotional skills (with a specific focus upon self-regulation, self-esteem and resilience) for our children and young people are a key concern. We recognise that poor levels of involvement and well-being impact negatively upon our children/pupils fully accessing and engaging in learning opportunities across our broad and balanced curriculum.
3	The Education Endowment Foundation (EEF) has carried out National research which demonstrates a lack of opportunity for disadvantaged pupils compared with their peers. The DfE also states that 'looked-after and previously looked-after children start with the disadvantage of their pre-care experiences'.
4	Disadvantaged pupils often face systemic barriers that limit their access to quality education and opportunities. One of the most significant challenges they encounter is the lack of representation in both academic materials and in the wider educational narrative. Without seeing themselves reflected in the

	<p>curriculum or in success stories promoted in society, these students may struggle with a sense of belonging, self-worth, and academic motivation and pride. Disadvantaged children may struggle to see the academic value of learning.</p> <p>The economic, social and emotional challenges faced by our children and families can result in lack of opportunity or experience. We recognise that it is therefore essential that our disadvantaged pupils have full access to a broad and balanced curriculum alongside a wealth of extra-curricular activities to ensure a rich cultural capital.</p>
<b>External Barriers</b>	
5	<p>We have a growing number of children and families facing socio-economic challenges and whilst they do not meet the criteria for the PPG, we have identified the need for support.</p> <p>As an Infant school, where all children are eligible for universal FSM, it can take time for us to engage with new families and encourage them to apply for FSM if relevant.</p>
6	<p>We continue to monitor punctuality and attendance for all PP children to ensure this is in line with non-PP children.</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
Inspire all pupils to value and celebrate their successes. They take pride and ownership of their learning, supported by adults across the school.	Pupils' work is valued and celebrated at all times. Children are supported to enable them to feel proud of what they achieve.
Improve emotional health of all PP pupils to enable them to form secure/positive relationships and fully access our broad and balanced curriculum alongside a wealth of extra-curricular activities.	Pupils make accelerated progress across the curriculum and meet key statutory milestones - EYFSP, Yr1 screening check and end of KS2 SATs (within Key Stage 2 provision).
Improve progress and attainment of pupils in phonics, reading and writing to ensure that this is in line with (or better) than that of non-PP peers both nationally and within CKIS.	Pupils make accelerated progress and meet school expectations for progress and attainment in phonics, reading and writing at key milestones.  100% of children pass the Y1/2 phonics screening check.
Improve progress and attainment of pupils in writing (to include transcription) to ensure that this is in line with (or better) than that of non-PP peers both nationally and within CKIS.	Pupils make accelerated progress and are on track to achieve school expectations for progress and attainment in writing at key milestones.
Ensure all PP pupils access a broad and balanced CKIS <a href="#">curriculum</a> and a wealth of extra-curricular activities to promote a rich cultural capital.	Pupils demonstrate high levels of involvement and engagement in our CKIS curriculum and extra-curricular learning opportunities.
Ensure pupils and families are aware of how to support personal mental health and well-being to promote growth mindset and our school <a href="#">RESPECT</a> learning behaviours.	Pupils can self-regulate and demonstrate increased self-esteem and resilience as learners.
Improve punctuality and attendance for identified pupils.	Families will be aware of the impact of poor attendance and punctuality on pupil progress and attainment and will work in partnership with the school to secure regular attendance and punctuality. Attendance rates for identified pupils will be 95% or better with 100% punctuality.
Improve presentation for all pupils. Help them see the value of taking pride in their learning.	Pupils and families to understand the importance of academic value and celebrate this accordingly.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention):

**Budgeted cost: £ 11,430**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to prioritise oracy across the curriculum and daily provision to improve teaching and learning of oracy, ensuring targeted support and challenge for those at risk of under achievement.</p> <p>Sustained use of the BIG QUESTION in all year groups. An evidence-based strategy trialled through professional teaching trios. Children to be given daily opportunities ie 'Walk and Talk', to orally rehearse ideas before whole class sharing. Targeted pre teach for vulnerable learners.</p> <p>Sustain high quality phonics teaching and learning ensuring fidelity to the <a href="#">Phonics International scheme</a>. Rigorous phonics tracking used across the school to rapidly identify gaps in learning. Timely interventions put in place and shared with parents.</p> <p>Ensure progress and attainment in phonics, reading and writing is rigorously monitored and tracked. Regular discussions amongst involved parties take place to ensure the most appropriate support is put in place.</p> <p>Continued whole school phonics and reading training for Teachers and Teaching Partners to ensure</p>	<p><b>EEF - Children's early literacy is dependent on their oral language skills. Approaches for teaching early literacy should, therefore, be used in ways that build on approaches that support <u>communication and language</u>, which are fundamental to children's literacy.</b></p> <p>All pupils, particularly those at risk of under achievement, benefit from high quality teaching and learning by highly trained and experienced staff.</p> <p>EEF Oracy projects - <i>Evidence shows such strategies can add up to 6 months progress.</i></p> <p>EEF Phonics - <i>Evidence shows such strategies can add up to 5 months progress.</i></p> <p><b>EEF Improving Literacy in KS1 - 1 and 3</b></p>	<p>1,2,3,4</p>

<p>staff have the knowledge and skills to develop expertise in the teaching of phonics and reading. Lesson studies and model lessons carried out to ensure consistency of practice. Whole school Speech Sounds training delivered by our partner Speech and Language therapist. Teachers equipped with an early assessment tool used to identify difficulties pronouncing specific speech sounds.</p> <p>Raise the profile of handwriting, presentation and academic value. Timely support for children requiring modelling or support. Time taken to correct pencil grip, teach correct letter formation and model appropriate presentation. Handwriting tracking has been introduced across the school – leading to personalised daily handwriting practise.</p> <p>Whole school CPD and ongoing implementation of The Write Stuff writing approach. Lesson studies and model lessons carried out to ensure consistency of high-quality teaching and learning.</p> <p>Use of visual prompts in all classrooms, daily timetables, widget symbols, pictures linked to vocabulary, to support those pupils with EAL. Adults across the school to use consistent Makaton signs to enable children with developing language to communicate their needs.</p>	<p>Ofsted places significant emphasis on <b>handwriting and presentation skills</b> not as mere aesthetic concerns, but as foundational elements of a pupil's ability to write fluently, express ideas clearly, and succeed across the entire curriculum. The expectation is that schools have a clear, consistently applied approach to teaching these skills from the start of Reception.</p>	<p>1, 4</p>
<p>Introduction of maths KPI tracking across the school. Rigorous assessment, monitoring and tracking allows for timely interventions for be carried out to ensure vulnerable learners are not disadvantaged.</p>	<p>CanDoMaths- Key Performance Indicators (KPIs) in mathematics refer to the <b>essential learning objectives</b> that students must securely understand to progress to the next stage of learning, particularly within the UK primary</p>	<p>1,2,3,4</p>

<p>Sustain 'Mastering Number' and mastery maths approach to teaching and learning. Lesson studies and model lessons carried out to ensure consistency of high-quality teaching and learning.</p>	<p>education curriculum. They are specific, measurable values that reflect a school's or student's performance against strategic educational goals.</p> <p>All pupils, particularly those at risk of under achievement, benefit from high quality teaching and learning by highly trained and experienced staff.</p> <p>EEF Maths - <i>Evidence shows the mastery approach can add up to 5 months progress.</i></p> <p>EEF Maths – <i>Early Years tool kit- early numeracy approaches can add up to 7 months</i></p> <p><b>EEF Improving Mathematics in EYFS and KS1.</b></p>	
<p>Ongoing development of our rich broad and balanced curriculum to ensure it remains accessible and challenging for all.</p> <p>Ensure that disadvantaged learners are appropriately represented in books and learning materials as this is a vital aspect of inclusive educational practice. When pupils see their own experiences, backgrounds and challenges reflected in literature, it promotes a sense of belonging, self-worth, and pride in their identity. It enhances motivation and contributes positively to pupils' academic and personal development. It plays an important role in challenging stereotypes and fostering empathy and understanding across the wider school community.</p> <p>Ongoing monitoring of the quality of teaching and learning across the curriculum (including</p>	<p><b>Ofsted- Increased Focus on Inclusion and SEND:</b> There is a significant emphasis on how well providers support disadvantaged children, those with special educational needs and/or disabilities (SEND), and other vulnerable learners</p> <p>Ofsted's <a href="#">Education Inspection Framework (EIF)</a> details the importance of a broad and balanced curriculum for all learners to succeed. Disadvantaged learners benefit from the knowledge, skills and vocabulary that a carefully designed and well implemented curriculum allows.</p> <p>The primary tool for all pupils to make exceptional progress is quality first teaching, as outlined by <a href="#">Third Space Learning</a>. By using staff meetings and INSET sessions to share up-to-date subject information and disseminate subject knowledge, we strive to ensure all teachers are experts in every subject.</p>	<p>1,2,3,4,5,6</p>

<p>the use of effective pupil feedback) to ensure accelerated progress and attainment for all PP pupils.</p>	<p>Targeted time is given to track and analyse progress and attainment of all pupils, including disadvantaged pupils during termly pupil progress meetings. Our Pupil Premium lead and full SLT work in partnership to ensure oversight and provide challenge.</p> <p><b>EEF Feedback</b> – Evidence demonstrates effective feedback can add up to 6 months progress.</p>	
<p>Whole school approach to promoting emotional health and well-being of all within our school community through effective relational practice, delivered through our ‘SCARF’ PSHE curriculum. Our school website provides a wealth of support for parents to support children at home.</p> <p>Forest School lead (FSL) provides high quality forest school learning opportunities for all pupils to build personal, social and emotional skills alongside curriculum linked learning opportunities. FSL provides a lunchtime club with a specific focus on supporting disadvantaged pupils.</p>	<p><b>EEF metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i></p> <p>The <a href="#">DfE</a> states that ‘Looked-After and previously Looked-After children start with the disadvantage of their pre-care experiences’. This can sometimes also mean that children have experienced a number of Adverse Childhood Experiences (ACEs) in their early childhood.</p> <p><b>EEF parental engagement:</b> <i>Evidence shows such approaches can add up to 4 months progress.</i></p> <p><i>Social and emotional learning: Evidence shows such approaches can add up to 5 months progress.</i></p>	1,2,3,4,6
<p>Continued training, support and coaching from SENDCO and a range of multi-agency Professionals (including Educational Psychologist, school Speech and Language Therapist) to identify adaptive strategies for pupils with specific learning difficulties to support teaching and learning for SEND pupils.</p>	<p><b>EEF metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i></p>	1, 2,4

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

**Budgeted cost: £ 4,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidenced based interventions 'trialled' through professional teaching trios across the school concluded the impact of small group guided reading. Sessions are used as a short term, focussed intervention for vulnerable learners across KS1.</p>	<p><b>EEF-</b> <i>Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. There are other aspects of reading, such as decoding (see <u>Phonics</u>) and fluency, which are not the main focus of this evidence base.</i></p> <p><i>The teaching of reading comprehension strategies involves consciously modelling and applying the tools used by expert readers until they become automatic for pupils. (+7 months)</i></p>	<p>1,2,3,4</p>
<p>Daily priority reading focus for identified pupils at risk of underachievement.</p>	<p><b>EEF -</b> <i>Phonics has a positive impact overall (+5 months) alongside reading comprehension strategies (+6 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	<p>1,2,3,4</p>
<p>Teaching Partners to deliver high quality structured 1-1 and small group interventions to accelerate the progress of identified pupils, increasing the % of pupils achieving end of year expectations.</p> <p>Precision monitoring, fine and gross motor interventions, daily targeted handwriting, daily targeted speech interventions to</p>	<p><b>EEF -</b> <i>There is consistent evidence that 1:1 and small group tutoring supports children struggling with aspects of literacy - Improving Literacy in Key stage 1.</i></p> <p><i>Evidence suggests that TPs can have a positive impact on academic achievement if used to deliver targeted intervention that is planned and modelled by teachers. TPs must link the intervention to in class independent learning.</i></p>	<p>1,2,3,6</p>

<p>include Talk Boost, Dancing Bears, maths KPIs.</p>		
<p><a href="#">ELSA</a> interventions delivered by trained ELSA practitioners.</p> <p>Play Therapy provision for children requiring 1:1 support for social and emotions difficulties (sessions take place offsite).</p> <p>Additional TP support to promote involvement and engagement of identified pupils in learning across the Curriculum with a focus on valuing and celebration of academic achievement.</p>	<p>For some previously looked after children at CKIS, these experiences in early childhood can affect their mental health and social and emotional wellbeing, meaning that academic learning cannot take place effectively. As <a href="#">Third Space Learning</a> says 'In some cases this will mean looking further than just academic attainment'. By prioritising their emotional wellbeing through ELSA interventions, Drawing and Talking and other schemes, we can help children find ways to express themselves, self-regulate and to become effective learners</p> <p><b>EEF</b> - <i>Up to 4 months added progress for social and emotional learning programmes (Social &amp; Emotional learning - Teaching &amp; Learning Toolkit).</i></p> <p><b>EEF</b> - <i>Research shows up to 5 months added progress for Play-based programmes and the teaching of self-regulation strategies.</i></p>	<p>1,2,3,6</p>
<p>Speech and Language support for targeted individuals by qualified Speech and Language therapist.</p>	<p><b>EEF - metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i></p>	<p>1-3</p>

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

**Budgeted cost: £ 6,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children and Families Support Worker (CFSW) continues to support children and families and their emotional health and well-being through therapeutic interventions such as ELSA, Drawing &amp; Talking, Sand therapy. Our CFSW is also a trained 'Solihull' parenting programme lead and will be providing parenting courses for identified families during the 25-26 academic year.</p>	<p><b>EEF</b> - Evidence shows that parental support and engagement and involvement can add up to 4 months' progress for children. Evidence also show there is high impact for EYFS and KS1 children and those who are low attaining.</p>	<p>1,2,3,4,6</p>
<p>EYFS dance teaching delivered to all reception pupils and additional targeted pupils across the school. Specific focus on fine and gross motor skills and development/strengthening of their core. Collaboration and self-regulation strategies are also an important part of the sessions delivered by a highly skilled teacher.</p>	<p><b>EEF</b>- Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities. (+5 months)</p>	<p>2,3,4,5</p>
<p>Whole school, group and targeted individual attendance monitored weekly, monthly and termly by HT, and attendance lead with oversight by Governors on a termly basis.</p>		<p>6</p>
<p>Ensure equality of provision and access to extracurricular activities for pupils who would benefit from identified personal and social development opportunities, or those who may not have access to extra-curricular clubs outside of school. PE lead to work with a group of targeted</p>	<p><b>EEF metacognition and self-regulation</b> <i>Evidence shows such approaches can add up to 8 months progress</i></p>	<p>1,2,3,4</p>

pupils to take part in a county wide gym competition.		
In addition to whole class 'Forest school' learning opportunities for all children, our FSL leads bespoke intervention sessions for identified pupils requiring additional support for their SEMH needs.	<p><b>NEF</b> research in association with <a href="#">Forest Research</a> confirms the impact of outdoor learning. <a href="#">Forestry Commission</a> England call it 'a marvellous place to learn.'</p> <p><b>EEF – Discusses the positive impact of Adventure Learning</b></p>	1,2,3,4,6
<p>As an Eco school we believe this extends to school uniform and therefore run a uniform swap shop as well as selling used uniform at a heavily discounted rate allowing all parents to provide uniform for their children despite socio- economic hardships being faced by many families. We have worked hard to remove the stigma around secondhand uniform.</p> <p>This also extends to events such as world book day and special events, such as 'Christmas story night' when our PFA support us to ensure equality of provision and access for all of our children and families.</p>	<p>Wearing school uniform, on its own is unlikely to improve pupil progress, but as the <a href="#">EEF</a> tell us, when embed in a whole school ethos, it can improve pupil behaviour. This said, without support it can add extra stress to many families. The charity Salvation Army have recently opened second hand school uniform shops in numerous places nationwide after issuing a statement that, <i>'Having decent school uniform provides dignity for the child so they can go to school with confidence and feel ready to learn.'</i></p>	1,2,3,4,5,6
'Forces' family questionnaire to fully understand bespoke needs for these families and children to ensure both daily and targeted provision matches need.		1-6

**Total budgeted cost: £ 22,860**

## Part B: Review of outcomes in the previous academic year 24/25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Y2 (6 pupils – 16% 1/6 SEND)

Phonics	100% (6/6) achieved phonics screening check
Reading	100% (6/6) achieved the school's 'Expected' Standard (100% 'Exceeding' standard)
Writing	100% (6/6) achieved the school's 'Expected' Standard (33% 'Exceeding' standard)
Maths	100% (6/6) achieved the school's 'Expected' Standard (66% 4/6 'Exceeding standard)

#### Y1 (7 pupils 43% 3/7 SEND)

Phonics	86% (6/7) achieved phonics screening check
Reading	86% (6/7) on track to achieve at least the school's 'Expected' Standard with 29% (2 /6) on track to exceed this
Writing	57% (4/7) on track to achieve at least the school's 'Expected' Standard with 14%(1/7) on track to exceed this
Maths	71%(5/7) on track to achieve at least the school's 'Expected' Standard with 14% (1 /7) on track to exceed this

#### YR (4 pupils 25% 1/4 SEND)

Good Level of Development (GLD)	50% (2/4) achieved GLD at the end of EYFS
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### Externally provided programmes:

Programme	Provider
N/A due to lack of appropriate providers for EYFS and KS1	