

Pupil premium strategy statement 2025-2026

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

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

School overview

| Detail | Data |
|---|-----------------------------|
| School name | Two Rivers Primary and EYFS |
| Number of pupils in school | 134 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2026 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Laura Slinn |
| Pupil premium lead | Laura Slinn |
| Governor / Trustee lead | Jenny Mu |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | TOTAL £ 93,395 (51 FSM and Ever 6) £77,265 (2 LAC) (3 PLAC) (1 SGO) £15,780 (1 Service) £350 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £93,395 |

Part A: Pupil premium strategy plan

Statement of intent

Two Rivers Primary School

At Two Rivers Primary School, we are committed to ensuring that every pupil, regardless of background or starting point, has the opportunity to thrive academically, socially, and emotionally. We recognise that a significant proportion of our pupils are disadvantaged (40% eligible for free school meals and in receipt of Pupil Premium funding) and face barriers to learning as a result of socioeconomic deprivation. Many of our pupils also present with complex and overlapping SEND needs, with all pupils holding an Education, Health, and Care Plan (EHCP).

We believe that the Pupil Premium Grant is a vital resource in addressing the challenges our pupils face, and we use it strategically to narrow gaps, raise aspirations, and provide bespoke support.

Our Context

- Located in Tamworth, Staffordshire, serving areas with significant deprivation (some wards in the bottom 9% nationally).
- **Number on roll:** 134 (Nursery to Year 6).
- **Pupil Premium eligibility:** 38%.
- **Vulnerable groups:** 2 children who are Looked After, 3 previously looked after, 1 under Special Guardianship and 1 services child.
- **SEND profile:**
 - SLCN (41%)
 - ASC (28%)
 - SLD (17%)
 - MLD (1%)
 - SEMH (7%)
 - ADD (1%)
 - PD (1%)
 - Down Syndrome (2%)
 - MSI (1%)
 - PMLD (1%)

This highlights the need for highly personalised approaches, where disadvantage and SEND intersect, creating compounded barriers to progress.

Our Intent

Our use of the Pupil Premium will:

1. **Remove Barriers to Learning**
 - Address the combined impact of poverty and SEND by tailoring interventions to individual need.
 - Support pupils with SEMH challenges linked to disadvantage, ensuring they are ready to engage in learning.
2. **Deliver a Bespoke Curriculum Pathway**
 - Ensure disadvantaged pupils can fully access our three curriculum pathways (pre-formal, semi-formal, formal).
 - Provide resources, therapies, and teaching approaches that foster engagement, communication, and independence.

3. **Promote Equity and Inclusion**

- Guarantee that disadvantaged pupils have the same opportunities as their peers to participate in enrichment, extracurricular activities, and community learning.
- Remove financial and social barriers to participation.

4. **Enhance Literacy, Communication and Language**

- Prioritise Speech, Language and Communication Needs (41% of cohort) through specialist interventions and targeted therapies.
- Provide opportunities for language-rich experiences that many disadvantaged pupils may not encounter at home.

5. **Build Emotional Wellbeing and Resilience**

- Invest in nurture-based provision and therapeutic support (including The Rainbow Room outreach model) to develop self-regulation, resilience, and confidence.
- Support families through engagement, guidance, and practical assistance to strengthen the home-school partnership.

6. **Ensure Aspirational Progress**

- Use the Pupil Premium to ensure disadvantaged pupils make strong progress relative to their starting points.
- Maintain high expectations, ensuring learners move between curriculum pathways where appropriate, maximising independence and preparing them for future transitions.

Our Approach

- Funding will be deployed flexibly but always with accountability, using evidence-based strategies tailored to SEND contexts.
- Impact will be measured through progress against EHCP outcomes, academic milestones, and personal development goals.
- Staff training will remain central, ensuring expertise in SEND pedagogy, therapeutic approaches, and communication interventions.
- Collaboration with families and local agencies will ensure joined-up support, extending beyond the classroom.

Our Vision

We want every disadvantaged pupil at Two Rivers Primary School to:

- Feel safe, valued, and included.
- Develop essential communication, social, and life skills.
- Experience success, independence, and joy in learning.
- Be prepared for the next stage of education and for life beyond school.

By using the Pupil Premium Grant strategically, we will continue to break down barriers, champion equity, and ensure that disadvantage is never a barrier to aspiration.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication and Language – Over 40% of pupils have Speech, Language and Communication Needs (SLCN), which are further compounded by limited language-rich experiences outside school. |
| 2 | Cognition and Learning - to ensure a robust plan, do and review approach to the curriculum meeting the needs of the school population and the ever-changing demographics of the school. All Two Rivers pupils require bespoke teaching and resources to ensure excellent progress relative to starting points. |
| 3 | Physical and Sensory - to continue to embed a physical and sensory approach to curriculum delivery. Sensory diets and therapeutic support will become the foundation of learning on which the curriculum will be built. |
| 4 | Social, Emotional and Mental Health - to continue and further enhance the capacity to deliver therapeutic intervention to support positive wellbeing and mental health. 'Readiness to Learn' will take priority which in turn will lead to improved outcomes. |
| 5 | Socio and Economic factors – for our pupils this includes limited opportunity due to lack of financial resource within families adversely creating heightened isolation. Parental support will be the forefront of the pastoral team's agenda. Parents will receive support to help with mental health, behaviour, sleep, and be signposting to services where appropriate. Parents will receive targeted workshops to help support their understanding of subjects, therapies and interventions taught in school. This will include learning workshops, therapeutic support, behaviour strategy support, OT and physio support and speech and language support. Access to Enrichment – Poverty and social disadvantage can limit opportunities for extracurricular, reducing cultural capital experiences. Therefore, it is essential to maintain heightened awareness to ensure equal access for all. |
| 6 | Attendance and Engagement – Some disadvantaged pupils face inconsistent attendance and difficulties engaging fully in learning due to family or socioeconomic pressures. |
| 7 | Parental Engagement – Some families face barriers to supporting learning at home due to financial hardship, lack of confidence, or complex circumstances. |

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 |
|--|---|
| Improved Communication and Language | <ul style="list-style-type: none"> Pupils make measurable progress in EHCP speech and language targets. Access to specialist interventions. Collaborative working with professionals to provide a robust package of support for all pupils. Staff training will improve knowledge and understanding of speech and language. Parent workshops to provide pupils with comprehensive and holistic package of support. Bespoke TEACCH workspaces established and consistently used, enabling pupils to access structured, independent learning opportunities matched to their individual needs. SCERTS approaches embedded across practice, ensuring strategies align with EHCP recommendations and are evident in daily teaching, learning, and interaction. |
| Improved Reading Strengthening Reading Skills | <ul style="list-style-type: none"> Continue to collect and analyse reading data to track pupil progress and identify areas for improvement. Embed reading programmes that support pupil development, including the use of online platforms such as BugClub. |

| | |
|--|--|
| | <ul style="list-style-type: none"> Provide parent workshops to strengthen home-school partnerships and support pupils' reading development |
| Strengthened Family Support and Involvement | <ul style="list-style-type: none"> Families are more engaged with school and supported in reinforcing learning and wellbeing at home. This also includes the home learning offer and opportunities for pupils to extend their learning beyond the school day. Stronger partnerships improve consistency between home and school. |
| Increased Engagement and Attendance | <ul style="list-style-type: none"> Attendance for disadvantaged pupils continues to be in line with peers. Pupil engagement in lessons and wider school life improves, evidenced through observations and pupil voice. |
| Progress in Core Skills | <ul style="list-style-type: none"> Disadvantaged pupils make strong progress from their individual starting points in reading, writing, and maths. Where appropriate, pupils' transition between curriculum pathways successfully. |
| Broader Experiences and Cultural Capital | <ul style="list-style-type: none"> All disadvantaged pupils participate in enrichment activities, visits, and experiences that develop their social and cultural awareness. |
| Enhanced Emotional Wellbeing and Readiness to Learn | <ul style="list-style-type: none"> Mental health needs are effectively supported, with reductions in behaviour incidents and increased participation in lessons. Pupils demonstrate greater resilience, confidence, and independence. |

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: £48,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Communication and Language | <ul style="list-style-type: none"> Investment in speech and language therapy, targeted interventions including SCERTS, and specialist staff training. Use of augmentative and alternative communication (AAC) systems to ensure pupils can express themselves. Makaton, PECs and PODD. Blanks Level Questioning. | 1 |
| Mental Health and Wellbeing | <ul style="list-style-type: none"> Continuation of nurture and therapeutic provision, including The Nest, for targeted mental health support including Lego therapy, sand play, drawing and talking, listening counselling, ELSA, Rebound, Forest School. Use of evidence-based interventions such as sensory integration including sensory diet – Children's Choice Staff training in trauma-informed approaches and de-escalation strategies – SCiP including solution circles, Emotion Coaching, Restorative and Relationships practice – Staffs Virtual school Engage Educational Psychology (EP) and Behaviour Support Specialist (Steve Brown) to embed a culture of reflective practice, enhancing staff understanding and response to pupil need. | 4,5 |
| Academic Support and Curriculum Access | <ul style="list-style-type: none"> Bespoke resources to enable access across the three curriculum pathways. Rebound, sensory rooms, adapted equipment to promote independence. | 2,3,4 |

| | | |
|--|---|-----|
| | <ul style="list-style-type: none"> • Small group and 1:1 intervention in literacy and numeracy, adapted to pupil learning profiles. • Use of digital tools and multisensory approaches to support engagement and progress. | |
| Parental Engagement and Support | <ul style="list-style-type: none"> • Regular workshops and coffee mornings to build parental confidence in supporting SEND learning. • Provision of resources (visual timetables, sensory packs, literacy/numeracy aids) for home use. • Signposting and joint working with external agencies to support families in need. | 6,7 |

Evidence Based Research

| | |
|----------------|---|
| Staff Training | Rebound - Train the Trainer |
| Forest school | <p>The phrase 'Rebound Therapy' was coined by the founder, Eddy Anderson in 1969 to describe the use of trampolines in providing opportunities for movement, therapeutic exercise and recreation for people across the whole spectrum of special needs. Rebound Therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.</p> <p>https://www.reboundtherapy.org/</p> <p>Makaton</p> <p>What is Makaton?</p> <p>Makaton is a unique communication programme that uses symbols (pictures), signs (gestures) and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.</p> <p>Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other.</p> <p>With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using printed or drawn symbols can help people who have limited speech and those who cannot sign or prefer not to sign.</p> <p>What is Makaton? - About Makaton</p> <p>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p>https://www.forestschooltraining.co.uk/forest-school/research/</p> <p>TEACCH is an autism support, research and training program that was developed by researchers at the University of North Carolina in the 1970s. TEACCH originally stood for 'Treatment and Education of Autistic and related Communications Handicapped Children'. It is now used in the UK in some schools, and TEACCH training is provided by the National Autistic Society. In its current form TEACCH stands for:</p> <p>Teaching - sharing autism knowledge and increasing the skill level of professionals and practitioners.</p> <p>Expanding - increasing own knowledge to provide high-quality services to autistic people and their families.</p> <p>Appreciating - appreciating the strengths and uniqueness of Autistic culture.</p> <p>Collaborating and Cooperating - with colleagues, other professionals, Autistic people and their families.</p> <p>Holistic - adopting a holistic approach, looking at the person, their family and community.</p> <p>About Us TEACCH@ Autism Program</p> |
| TEACCH | |
| SCERTS | |

| | |
|---------------------------------|--|
| | <p>What is SCERTS? SCERTS® is a comprehensive intervention model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum who are developing social communication and emotional regulation skills. SCERTS provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviours. SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.</p> <p>The acronym "SCERTS" refers to the focus on:</p> <p>"SC" - Social Communication – the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.</p> <p>"ER" - Emotional Regulation – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.</p> <p>"TS" – Transactional Support – the development and implementation of supports to help partners respond to the person's needs and interests, modify the environment, and provide tools to enhance learning. Specific plans are developed to provide educational and emotional support to families, and to foster teamwork among professionals.</p> <p>The SCERTS® Model</p> |
| <p>Therapeutic Intervention</p> | <p>Holistic therapy for children with special educational needs (SEND) can help improve a child's overall well-being by addressing their physical, emotional, social, and cognitive development. Some benefits of holistic therapy include:</p> <ul style="list-style-type: none"> • Improved mental health • Holistic therapy can help prevent and eliminate poor mental health, and improve mood, focus, and attention. • Better physical health • Holistic therapy can help improve physical fitness, and regular physical activity can reduce stress. • Improved social skills • Holistic therapy can help children develop problem-solving and team-building skills, and create close friendships. • Improved cognitive function • Holistic therapy can help improve cognitive functions such as memory, attention span, and focus. • Improved emotional intelligence • Holistic therapy can help children develop emotional intelligence and healthy expression of feelings. • Improved quality of life • Holistic therapy can help improve the quality of life for children with SEND. <p>links</p> <p>Holistic Therapies for Children Taking Charge of Your Wellbeing</p> <p>https://kamacalm.co.uk/2025/01/10/holistic-therapy-for-children-benefits-and-techniques-for-well-being</p> <p>https://www.buildingblockstherapy.org/blog/the-importance-of-holistic-approaches-in-therapy-for-children</p> <p>https://bbbsli.org/holistic-development</p> |

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

Budgeted cost: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|---------|
| Parental Engagement and Support | <ul style="list-style-type: none"> Regular workshops and coffee mornings to build parental confidence in supporting SEND learning. Provision of resources (visual timetables, sensory packs, literacy/numeracy aids) for home use. Signposting and joint working with external agencies to support families in need. | 1,5,6,7 |
| Enrichment and Wider Opportunities | <ul style="list-style-type: none"> Funding for trips, clubs, and residential to ensure no pupil is excluded due to financial barriers. Development of life skills, independence, and community engagement through outdoor learning and practical experiences. | 5 |

Evidence Based Research

| | |
|----------------------------|--|
| Speech and Language | SCERTS https://scerts.com/ |
| Reading | The SCERTS® Model |
| Therapeutic Support | Bug Club https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club (Appendix 6) |
| TEACCH | <p>Holistic therapy and Music therapy</p> <p>A type of therapy that uses music to help improve a person's overall health and well-being. It may include creating, singing, moving, listening, and/or relaxing to music. Music therapy may be used to help relieve stress, pain, anxiety, and depression.</p> <p>Music therapy sessions support the development of skills such as:</p> <ul style="list-style-type: none"> release and exploration of emotions. listening. non-verbal and verbal communication. use of both gross and fine motor movements. sequential memory and recall of information. self-management of behaviour. verbal discussion. <p>https://www.bamt.org/music-therapy/what-is-music-therapy/learning-disabilitie</p> <p>The TEACCH method can have many benefits for children with autism and other special education needs, including:</p> <ul style="list-style-type: none"> Improved communication: TEACCH can help children understand facial expressions and gestures, which can help them express their feelings. Better social skills: TEACCH can help children learn how to understand others' feelings and work well with others. Increased independence: TEACCH can help children become more independent and self-assured. Improved motor skills: TEACCH can help improve children's motor skills. Established routines: TEACCH can help children establish daily routines. Reduced parental stress: Studies have shown that TEACCH can reduce parental stress. Improved developmental abilities: Studies have shown that TEACCH can significantly improve children's developmental abilities. Can be used alongside other approaches: TEACCH strategies can be used alongside other therapies and approaches <p>https://www.autismspeaks.org/teacch</p> |

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

Budgeted cost: £10,395

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance and Engagement | <ul style="list-style-type: none"> • Family liaison officer engagement to address barriers. Including sleep, diet and behaviour. • Sleep Champion Training Information & Support - The Sleep Charity • Targeted home-school communication and flexible support strategies. | 5,6 |
| Parental Engagement and Support Two Rivers Pastoral Team | <ul style="list-style-type: none"> • Regular workshops and coffee mornings to build parental confidence and parent relationships and support networks. • Provision of resources (visual timetables, sensory support) for home use. • Signposting and joint working with external agencies to support families in need. | 5,6,7 |
| Mental Health and Wellbeing | <ul style="list-style-type: none"> • Expansion of nurture and therapeutic provision, including The Nest, for targeted mental health support. • ELSA and listening counselling support • Use of evidence-based interventions such as sensory integration. • Staff training in trauma-informed approaches and de-escalation strategies through SCiP training, restorative practice and Emotion Coaching. <p><i>Mental Health Wellbeing award</i> WAS: Impact, Best Practice & What Works AwardPlace</p> | 4 |

Measuring Impact

- Progress tracked against EHCP outcomes, curriculum milestones, and wellbeing frameworks.
- Termly analysis of disadvantaged pupil data (academic, attendance, behaviour, wellbeing).
- Pupil and parent voice to evaluate impact of provision.
- Regular review by SLT and governors, with adaptations made as needed.

Total budgeted cost: £92,280

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Two Rivers Primary School Progress Report 2024-25

Two Rivers Primary School Aspirations:

At School we measure progress of all children on a regular basis, we then take a termly snapshot to help us plan our learning intentions in a targeted way. This report talks about the progress using three terms:

W = Working towards their target – not yet achieving where we would plan – these children will be considered for intervention programmes.

M = Meeting their target – these children are on track to achieving their planned target – these children will be monitored and delivered new learning.

E = Exceeding their target – these children are progressing more rapidly than we would have predicted, they will have their targets reviewed and stretched to ensure this rapid progress remains.

Throughout the year, all identified targets through monitoring are collated and fed back to all staff – these targets are closely monitored to ensure planned learning addresses these – enabling adapted teaching to improve outcomes.

Communication and SPaG

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|------|-----|--------|-----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 0% | 100% |
| Year 2 | 0% | 33% | 67% | 0% | 33% | 67% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 33% | 67% | 0% | 17% | 83% |
| Year 4 | 17% | 50% | 33% | 0% | 70% | 30% | 0% | 40% | 60% |
| Year 5 | 17% | 66% | 17% | 17% | 50% | 33% | 17% | 34% | 49% |
| Year 6 | 0% | 54% | 46% | 10% | 40% | 50% | 10% | 40% | 50% |

Reading

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|-----|--------|------|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 100% | 0% | W | M | E |
| Year 2 | 0% | 33% | 67% | 0% | 0% | 100% | 0% | 100% | 0% |
| Year 3 | 33% | 67% | 0% | 0% | 17% | 83% | 0% | 0% | 100% |
| Year 4 | 8% | 84% | 8% | 0% | 80% | 20% | 0% | 33% | 67% |
| Year 5 | 17% | 66% | 17% | 0% | 50% | 50% | 0% | 70% | 30% |

| | | | | | | | | | |
|--------|----|-----|-----|----|-----|-----|----|-----|-----|
| Year 6 | 0% | 64% | 36% | 0% | 60% | 40% | 0% | 67% | 33% |
|--------|----|-----|-----|----|-----|-----|----|-----|-----|

Writing

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|-----|------|--------|------|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 100% | 0% |
| Year 2 | 0% | 0% | 100% | 0% | 67% | 33% | 0% | 0% | 100% |
| Year 3 | 67% | 33% | 0% | 0% | 33% | 67% | 0% | 50% | 50% |
| Year 4 | 15% | 70% | 15% | 0% | 80% | 20% | 0% | 60% | 40% |
| Year 5 | 0% | 83% | 17% | 0% | 0% | 100% | 0% | 33% | 67% |
| Year 6 | 0% | 91% | 9% | 0% | 40% | 60% | 0% | 60% | 40% |

Number

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|-----|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 2 | 0% | 0% | 100% | 0% | 50% | 50% | 0% | 50% | 50% |
| Year 3 | 0% | 100% | 0% | 0% | 80% | 20% | 0% | 33% | 67% |
| Year 4 | 25% | 67% | 8% | 0% | 80% | 20% | 0% | 100% | 0% |
| Year 5 | 0% | 83% | 17% | 17% | 34% | 49% | 33% | 67% | 0% |
| Year 6 | 18% | 73% | 9% | 0% | 90% | 10% | 20% | 60% | 20% |

Shape, Space and Measure

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|-----|------|--------|------|-----|--------|------|-----|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 100% | 0% |
| Year 2 | 0% | 0% | 100% | 0% | 50% | 50% | 0% | 50% | 50% |
| Year 3 | 33% | 67% | 0% | 0% | 83% | 17% | 0% | 33% | 67% |
| Year 4 | 17% | 75% | 8% | 0% | 90% | 10% | 10% | 60% | 30% |
| Year 5 | 0% | 83% | 17% | 0% | 67% | 33% | 0% | 67% | 33% |
| Year 6 | 9% | 73% | 18% | 10% | 50% | 40% | 10% | 40% | 50% |

Using and Applying

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|------|-----|--------|------|-----|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 100% | 0% |
| Year 2 | 0% | 33% | 67% | 0% | 50% | 50% | 0% | 50% | 50% |
| Year 3 | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 67% | 33% |
| Year 4 | 17% | 75% | 8% | 0% | 90% | 10% | 0% | 80% | 10% |
| Year 5 | 0% | 50% | 50% | 0% | 33% | 67% | 0% | 33% | 67% |
| Year 6 | 0% | 100% | 0% | 0% | 50% | 50% | 0% | 60% | 40% |

Science

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|-----|------|--------|------|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 100% | 0% |
| Year 2 | 0% | 33% | 67% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 67% | 33% | 0% | 17% | 83% | 0% | 33% | 67% |
| Year 4 | 17% | 75% | 8% | 10% | 70% | 20% | 10% | 70% | 20% |
| Year 5 | 0% | 67% | 33% | 0% | 17% | 83% | 0% | 33% | 67% |
| Year 6 | 0% | 82% | 18% | 0% | 60% | 30% | 20% | 30% | 50% |

SMSC

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|-----|--------|------|-----|--------|-----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 0% | 100% |
| Year 2 | 0% | 33% | 67% | 0% | 67% | 33% | 0% | 50% | 50% |
| Year 3 | 0% | 100% | 0% | 0% | 17% | 83% | 0% | 17% | 83% |
| Year 4 | 75% | 8% | 17% | 0% | 70% | 30% | 0% | 60% | 40% |
| Year 5 | 17% | 50% | 33% | 0% | 50% | 50% | 0% | 67% | 33% |
| Year 6 | 0% | 45% | 18% | 0% | 40% | 60% | 0% | 40% | 60% |

Computing

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|----|--------|------|----|--------|----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 0% | 100% |

| | | | | | | | | | |
|--------|----|------|-----|----|------|-----|----|-----|-----|
| Year 2 | 0% | 67% | 33% | 0% | 100% | 0% | 0% | 50% | 50% |
| Year 3 | 0% | 100% | 0% | 0% | 84% | 17% | 0% | 50% | 50% |
| Year 4 | 8% | 84% | 8% | 0% | 90% | 10% | 0% | 70% | 30% |
| Year 5 | 0% | 17% | 83% | 0% | 50% | 50% | 0% | 17% | 83% |
| Year 6 | 0% | 18% | 82% | 0% | 10% | 90% | 0% | 10% | 90% |

Cherry Garden: Communication, Literacy and Language (Attention and Understanding)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|-----|--------|-----|------|--------|-----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 50% | 50% | 0% | 50% | 50% |
| Year 2 | 0% | 67% | 33% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 4 | 33% | 34% | 33% | 33% | 33% | 34% | 33% | 33% | 34% |
| Year 5 | 0% | 67% | 33% | 0% | 33% | 67% | 33% | 0% | 67% |
| Year 6 | 0% | 67% | 33% | 0% | 33% | 67% | 0% | 33% | 67% |

Cherry Garden: Communication, Literacy and Language (Language and Communication)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|-----|------|--------|-----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 50% | 50% |
| Year 2 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 4 | 0% | 67% | 33% | 0% | 33% | 67% | 0% | 33% | 67% |
| Year 5 | 33% | 67% | 0% | 0% | 67% | 33% | 0% | 67% | 33% |
| Year 6 | 34% | 66% | 0% | 0% | 33% | 67% | 34% | 33% | 33% |

Cherry Garden: Communication, Literacy and Language (Reading)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|-----|------|--------|----|------|--------|-----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 50% | 50% | 0% | 0% | 100% | 0% | 50% | 50% |
| Year 2 | 0% | 33% | 67% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |

| | | | | | | | | | |
|--------|-----|-----|-----|----|-----|------|-----|-----|------|
| Year 4 | 33% | 34% | 33% | 0% | 33% | 67% | 33% | 0% | 67% |
| Year 5 | 34% | 33% | 33% | 0% | 67% | 33% | 0% | 67% | 33% |
| Year 6 | 0% | 67% | 33% | 0% | 0% | 100% | 0% | 0% | 100% |

Cherry Garden: Communication, Literacy and Language (Writing)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|-----|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 50% | 50% | 0% | 0% | 100% | 0% | 100% | 0% |
| Year 2 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 0% | 100% | | | | | | |
| Year 4 | 0% | 67% | 33% | 0% | 33% | 67% | 33% | 0% | 67% |
| Year 5 | 0% | 100% | 0% | 0% | 67% | 33% | 0% | 67% | 33% |
| Year 6 | 34% | 33% | 33% | 0% | 33% | 67% | 0% | 33% | 67% |

Cherry Garden: Mathematical Development (Routes Targets)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|----|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 2 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 100% | 0% |
| Year 4 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 5 | | | | | | | | | |
| Year 6 | | | | | | | | | |

Cherry Garden: Mathematical Development (Number)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|-----|------|--------|-----|------|--------|----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | | | | | | | | | |
| Year 2 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | | | | | | | | | |
| Year 4 | 50% | 0% | 50% | 0% | 50% | 50% | 50% | 0% | 50% |
| Year 5 | 0% | 33% | 67% | 0% | 0% | 100% | 0% | 0% | 100% |

| | | | | | | | | | |
|--------|----|-----|-----|-----|----|-----|----|----|------|
| Year 6 | 0% | 33% | 67% | 33% | 0% | 67% | 0% | 0% | 100% |
|--------|----|-----|-----|-----|----|-----|----|----|------|

Cherry Garden: Mathematical Development (Shape, Space and Measure)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|-----|--------|------|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 0% | 100% |
| Year 2 | 0% | 67% | 33% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 100% | 0% | 100% | 0% | 0% |
| Year 4 | 33% | 34% | 33% | 0% | 67 | 33% | 0% | 100% | 0% |
| Year 5 | 0% | 67% | 33% | 0% | 0% | 100% | 0% | 50% | 50% |
| Year 6 | 0% | 100% | 0% | 0% | 33% | 67% | 0% | 67% | 33% |

Cherry Garden: Personal, Social and Emotional Development (Feelings, Behaviours and Morals)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|----|--------|----|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | | | | | | |
| Year 2 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 100% | 0% |
| Year 4 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 67% | 33% |
| Year 5 | 33% | 67% | 0% | 0% | 0% | 100% | 0% | 50% | 50% |
| Year 6 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 33% | 67% |

Cherry Garden: Personal, Social and Emotional Development (Relationships and Others)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|-----|--------|------|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 50% | 50% |
| Year 2 | 0% | 33% | 67% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 100% | 0% |
| Year 4 | 0% | 100% | 0% | 0% | 100% | 0% | 34% | 67% | 0% |
| Year 5 | 33% | 67% | 0% | 0% | 100% | 0% | 100% | 0% | 0% |
| Year 6 | 0% | 100% | 0% | 0% | 33% | 67% | 34% | 33% | 33% |

Cherry Garden: Personal, Social and Emotional Development (Self-Care and Independence)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|-----|------|--------|------|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 2 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 100% | 0% |
| Year 4 | 0% | 67% | 33% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 5 | 0% | 67% | 33% | 0% | 67% | 33% | 33% | 67% | 0% |
| Year 6 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 33% | 67% |

Cherry Garden: Knowledge, Understanding of the World (The World)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|------|--------|------|------|--------|----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | | | | | | | | | |
| Year 2 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | | | | | | | | | |
| Year 4 | 0% | 100% | 0% | | | | | | |
| Year 5 | 0% | 0% | 100% | | | | | | |
| Year 6 | 67% | 33% | 0% | 0% | 100% | 0% | 100% | 0% | 0% |

Cherry Garden: Knowledge, Understanding of the World (Scientific Enquire)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|------|----|--------|----|------|--------|----|------|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | | | | | | | | | |
| Year 2 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 3 | | | | | | | | | |
| Year 4 | 100% | 0% | 0% | | | | | | |
| Year 5 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| Year 6 | 67% | 33% | 0% | 100% | 0% | 100% | 100% | 0% | 100% |

Cherry Garden: Knowledge, Understanding of the World (ICT)

| Year | Autumn | | | Spring | | | Summer | | |
|--------|--------|---|---|--------|---|---|--------|---|---|
| | W | M | E | W | M | E | W | M | E |
| Year 1 | | | | | | | | | |

| | | | | | | | | | |
|---------------|-------------|------------|------------|------------|-------------|------------|-------------|-----------|------------|
| Year 2 | 0% | 67% | 33% | | | | | | |
| Year 3 | | | | | | | | | |
| Year 4 | 50% | 50% | 0% | 0% | 100% | 0% | 100% | 0% | 0% |
| Year 5 | 100% | 0% | 0% | 0% | 100% | 0% | 100% | 0% | 0% |
| Year 6 | 33% | 67% | 0% | 33% | 0% | 67% | 33% | 0% | 67% |

Attendance 24/25

Analysis:

- Pupils in receipt of Pupil Premium (58 pupils) have an average attendance of 92.1%. This continues to be better than the national figure (all schools summer data) for FSM of 89.4% .
- This year we have 75 pupils who are not in receipt of the pupils premium funding their attendance figure is 93.0%. The average percentage for pupils not eligible FSM according to national data (for all school's data) is 94.6%. School data is slightly down on this figure.

These results are on the whole highly positive and reflect the effective collaboration of all parties involved in ensuring good attendance at Two Rivers. The data will be continually monitor to ensure the momentum of good results.

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 |
|-----------------------|------------------------------|
| Neli | Speech and Language |
| Pegs to Paper | Fine Motor Skills |
| Lego story building | Comprehension tool from Lego |
| Bug club | Pearson Education |
| Dyslexia Scanner | Assessment Tool |
| Words First | Words First |
| Equal Schemes of Work | Equals |
| Purple Mash | Discovery Education |

Service pupil premium funding (optional)

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

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | Through intention this money will be used to ensure that the pupil receives a comprehensive school program, including |

| | horse riding, therapeutic support, and intervention activities. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------|---------------|----------------------|---------|-------------------|---------|---------|-------------------|---------|---------------|-------------------|---------|--------|-------------------|---------|-------|-------------------|---------|----------------------------|-------------------|---------|---------|-------------------|---------|------|-------------------|---------|
| What was the impact of that spending on service pupil premium eligible pupils? | <p>This funding helped enhance the pupil's overall well-being, engagement, and confidence in school. Participation in horse riding and therapeutic activities supported emotional regulation and resilience, while targeted interventions improved academic focus and participation in learning.</p> <table border="1" data-bbox="810 477 1407 1099"> <thead> <tr> <th data-bbox="810 477 1015 544"></th> <th data-bbox="1015 477 1212 544">Year Baseline</th> <th data-bbox="1212 477 1407 544">End point Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 544 1015 611">Reading</td> <td data-bbox="1015 544 1212 611">Endeavour steps 6</td> <td data-bbox="1212 544 1407 611">7 --47%</td> </tr> <tr> <td data-bbox="810 611 1015 678">Writing</td> <td data-bbox="1015 611 1212 678">Endeavour steps 5</td> <td data-bbox="1212 611 1407 678">6 --37%</td> </tr> <tr> <td data-bbox="810 678 1015 745">Comprehension</td> <td data-bbox="1015 678 1212 745">Endeavour steps 5</td> <td data-bbox="1212 678 1407 745">6 --30%</td> </tr> <tr> <td data-bbox="810 745 1015 813">Number</td> <td data-bbox="1015 745 1212 813">Endeavour steps 6</td> <td data-bbox="1212 745 1407 813">7 --53%</td> </tr> <tr> <td data-bbox="810 813 1015 880">Shape</td> <td data-bbox="1015 813 1212 880">Endeavour steps 6</td> <td data-bbox="1212 813 1407 880">7 --70%</td> </tr> <tr> <td data-bbox="810 880 1015 947">Maths – using and applying</td> <td data-bbox="1015 880 1212 947">Endeavour steps 6</td> <td data-bbox="1212 880 1407 947">7 --47%</td> </tr> <tr> <td data-bbox="810 947 1015 1014">Science</td> <td data-bbox="1015 947 1212 1014">Endeavour steps 5</td> <td data-bbox="1212 947 1407 1014">6 --37%</td> </tr> <tr> <td data-bbox="810 1014 1015 1099">SMSC</td> <td data-bbox="1015 1014 1212 1099">Endeavour steps 5</td> <td data-bbox="1212 1014 1407 1099">6 --27%</td> </tr> </tbody> </table> | | Year Baseline | End point Assessment | Reading | Endeavour steps 6 | 7 --47% | Writing | Endeavour steps 5 | 6 --37% | Comprehension | Endeavour steps 5 | 6 --30% | Number | Endeavour steps 6 | 7 --53% | Shape | Endeavour steps 6 | 7 --70% | Maths – using and applying | Endeavour steps 6 | 7 --47% | Science | Endeavour steps 5 | 6 --37% | SMSC | Endeavour steps 5 | 6 --27% |
| | Year Baseline | End point Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | Endeavour steps 6 | 7 --47% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | Endeavour steps 5 | 6 --37% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | Endeavour steps 5 | 6 --30% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number | Endeavour steps 6 | 7 --53% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shape | Endeavour steps 6 | 7 --70% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths – using and applying | Endeavour steps 6 | 7 --47% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | Endeavour steps 5 | 6 --37% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SMSC | Endeavour steps 5 | 6 --27% | | | | | | | | | | | | | | | | | | | | | | | | | | |

