

Report to Governors on Summer Term 2025 (April - July)

School Context

Total Number of pupils on roll: 300

Rec 82 pupils

Yr 1 90 pupils

Yr 2 77 pupils

N 51 places filled

Pupil Mobility:

In the Summer Term 2 pupils left Village and 10 joined (0 SEND/ 5 EAL).

Exclusions:

A Year 1 child had 2 separate fixed day exclusions for

- 1 day physical assault on adults

- 1 day persistent disruptive behaviour and physically assault on a pupil.

This child currently attends James Cambell specialist setting.

Safeguarding:

There continues to be high numbers of safeguarding concerns. Please see attached safeguarding report.

EPEP (Personal Education Plan)

We continue to attend EPEP meetings for our looked after child, and liaise with the borough that the pupil is still assigned under. The LAC pupil accesses the appropriate interventions and is making good progress

Incidents of Prejudice/Discrimination:

A Year 1 child said to another child 'why are you here Muslims are not allowed in the country'.

Parents of both children spoken to, and both children spoken to. Child in question received time away from class. Class teacher addressed in Class assembly.

Incidents of Bullying

0

Complaints:

Although no formal complaints the school received 2 class move requests (D and R) due to pupil friendships. We met with parents during the summer term to discuss, agreed to monitor. Met in September to review the situation. Both parents agreed they would prefer their children to stay in their current classes.

Staffing

- Jade Allison started her maternity leave, this was covered internally, and will continue to be covered internally in the next academic year
- At the end of the Summer Term Tracey (TA) left to relocate
- Due to the organisation change, Diane Whelan (Music Teacher) left at the end of April

Village Infants School

- Lauren reverted back to her full time hours.
- Angelena requested to reduce her days from 5 to 4, this will be covered internally.

Staff Training

- Whole school inset day 22nd April 2025
Curriculum leads led training in the following subjects: History, Geography, RE, Art, Music, PE, Computing, PHSE, EAL, Oracy
- Curriculum leads for DT and Science led staff training in additional inset training sessions.
- Additional staff training was held on inset days in the following areas: Writing, Phonics, SEND classroom strategies, Edukey, Assessment, SEND PLPs.
- AR attended Deputy Head Network Meeting
- JA attended EYFS network meeting
- JA and RG attended EYFS setting at DB Infant School and met with EYFS lead
- JA and KK attended Wandle Reader Leader Training
- RG attended Nursery Network Meeting
- AH attended Art Network Meeting
- KK attended additional Little Wandle Reading Training
- KK visited DB Infant School to observe writing with the Literacy Lead from DB.
- SM attended RE Network Meeting
- All school staff attended regular Wandle training
- KB and AM attended Developing Writing in EYFS course

Curriculum

Primary Quality Science Mark (PQSM)

The school was awarded 'Gilt' for the PQSM submitted by Jess Allchurch (Science Lead). Please see attached Feedback Report.

EYFS

Transition was prioritised with additional home visits and stay and plays for all new children. All nursery children visited their new classes on more than one occasion. EYFS Lead held individual new parent meetings for Nursery and Reception parents.

Enrichment Activities

Whole School

- Circus Skills Workshops for each class

KS1 Trips and Visitors

- Year 2 had a tour of Dagenham and Redbridge Football Club
- KS1 had visitors that delivered a visual impairment awareness assembly, including one parent with visual impairment.

EYFS Trips and Visitors

- Reception visited the Stickman trail

Village Infants School

- Nursery had a beach day with lots of fun water activities, sand and dressing up. Nursery also held a Graduation Ceremony and all the parents were invited. The parents also attended a Teddy Bears Picnic in the Nursery Garden.

Allotment

KS1 pupils visited the allotment to meet with George, to prepare the soil and plant potatoes.

Sports Week

The children had lots of fun. During this week we had a Sports Day Morning and held the sponsored walk. Classes discussed the benefits of exercise and healthy choices. Money raised from sponsored walk £1,255.

Circus Skills

Shooting Stars Circus Skills attended for two days and taught pupils across the school a range of Circus Skills, including Diablo, spinning plates, juggling, mini bikes and unicycle and dressing up as clowns and learning tricks. Learning these skills enabled the children to show Village Infants' core values. It helped develop their perseverance and resilience, as well as curiosity and problem solving by using the equipment in a number of ways. They also showed kindness and collaboration by sharing and helping each other. This was very successful, with pupils across all year groups (including Nursery) really enjoying learning new skills and developing their resilience and perseverance.

World Environment Day 5th June

Children dressed up in Green, and activities in class taught children the importance of protecting the environment

Football club (Monday) Multisports Clubs (Tuesday and Thursday)

Mavericks IQ continued to provide after school multisports clubs for Year 1 and Year 2 pupils. We also held football club for KS1 on Mondays. Coach AJ has also continued to support at lunchtimes in Reception and KS1 through meaningful play activities.

VE Day

The school celebrated VE day together by wearing red, white and blue, having a special lunch and doing some special activities in their classes.

Diversity Day 19th June

We held a diversity day to celebrate all the different cultures we have at Village. Pupils were invited to wear their traditional costumes on the day. Parents and staff were invited to share their culture with the children.

Summer Fete 10th July

To raise money for the school we held a Summer Fete with William Ford. Parents donated items to sell, a range of inflatables were hired, and there were a range of activities the children could pay to do. We raised over £540 for school funds.

RE Winners

A number of pupils submitted entries to the LBBB Places of Worship Competition. Class Orion won runner up for the KS1 Class award, and Hana in Class Orion won runner up for the KS1

individual award. Ms Whiffin, Ms Tilley, Hana and two representatives from Class Orion attended the prizegiving at Beam Primary

SEND

Please see Appendix 1 SENDCo Report for further information

Transition to William Ford

The year 2 Team worked closely with William Ford to support transition of Year 2 to year 3. A meeting was held and a transition plan was devised to support. DR worked alongside side the William Ford SENDCo to support the transition of pupils with an EHCP and those with additional needs. Teachers and Support Staff from WF were invited to visit on a number of occasions to observe and spend time with the children. Year 3 teachers spent time in Year 2 classes and then the children spent a morning in their new classes in William Ford. AW met with Lee Buckingham to complete a thorough handover of Safeguarding for the Year 2 pupils. Year 2 and Year 3 teachers met at an external moderation to moderate a selection of Pre Key-Stage, Working Towards, Expected and Greater Depth children in Year 2, in Writing and Maths. David Huntingford also visited our school for an assembly with Year 2.

EYFS transition

Nursery - new nursery children invited to stay and plays and had a home visit in the Summer Term.

Each child was given an individualised induction letter detailing phased entry in September. Children are allocated within a small group to minimise disruption for existing nursery pupils (rising 3s)

Reception – All children new to the school were invited to stay and play sessions. All of Reception invited to attend Reception Induction meeting. Home visits for new Village pupils who were going into Reception took place in the Summer term. Children were given individualised letters detailing phased entry for September which included parents coming into class with children on the first day.

Interventions

The school continues to provide a range of in school interventions for all pupils working below the expected standard. These interventions are constantly reviewed in light of assessment data.

Pupil Premium

In the academic year 2024 – 2025 the school received £100,280.50 Pupil Premium Grant. During the summer term there were 71 pupils recorded as being entitled to Pupil Premium grant and an additional 7 pupils in the nursery attracting Early Years Pupil Premium funding. The Recovery Premium is used with the Pupil Premium Funding to help schools deliver evidence-based approaches for supporting disadvantaged pupils. The school tracks the progress of Pupil Premium pupils and interventions are put in place to diminish the gap between Pupil Premium pupils and Non-Pupil Premium pupils. Please see the Pupil Premium Strategy Statement (2024 - 2025) for details of the school's approaches.

Additional Information for Governors

Arbor

From February 2026 Integris will be unavailable. In June 2025 we started the transition to Arbor in preparation for the new academic year. Daniel, Amy and Lou attended several training sessions to support the school in transitioning from Integris to Arbor

Open House Wednesday 9th July

Parents were invited to come in and visit their child's class and new teacher for the Autumn Term.

Leavers Disco

Papalarny the Magic Man led a magic show and disco in the Sports Hall for Year 2. The children loved this and it was wonderful to see them so happy.

Scholastic Book Fair

The school held a book fair in the summer term which was well attended by our families. The school raised £800 to purchase new books for the school.

Greener Schools Pilot

Village has been chosen to receive the greener schools grant funding towards the installation of solar panels. The team visited the school in the Summer Term to survey the site.

Jessica McQuaid Head of School Performance and Partnerships visited the school in June. She was very impressed with the school, in particular pupil and adult interaction. Below is a copy of the email she sent me after her visit.

Dear Yolanda,

I wanted to say a huge thank you for taking the time to host me today. The summer term is always incredibly busy, so it means a lot that you offered to make a little time for me.

There are so many words I could use to describe the gorgeous children at Village Infants! I found them engaging, chatty and full of energy and confidence – I could have spent all day with them! I stand by my observation that pupils generally only present like that when they attend a school which makes them feel safe and feel that their voice matters.

I think that your approach to empowering your support staff is inspired and, believe it or not, is not standard across all LBBB schools. In the coming years as we continue to feel the weight of the SEND challenge, such an approach will be key to ensuring that pupils get the best value from schools; unsurprisingly your school clearly champions everyone's voice counting.

Best wishes

Pupil Performance and Data

Year 2 Data

Year 2 Data Analysis Summary – Summer 2025

	READING				WRITING				MATHS			
	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS
All pupils	8%	23%	69%	17%	13%	22%	65%	6%	6%	23%	70%	12%
Class: Capri	8%	28%	64%	12%	12%	16%	72%	8%	12%	20%	68%	12%
Class: Fiesta	0%	30%	70%	19%	15%	19%	67%	4%	4%	22%	74%	15%
Class: Scorpio	16%	12%	72%	20%	12%	32%	56%	8%	4%	28%	68%	8%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Girls	13%	18%	70%	25%	15%	15%	70%	10%	13%	20%	68%	13%
Boys	3%	30%	68%	8%	11%	30%	59%	3%	0%	27%	73%	11%
Non Pupil Premium	6%	24%	70%	20%	13%	19%	69%	9%	7%	19%	74%	17%
Pupil Premium	13%	22%	65%	9%	13%	30%	57%	0%	4%	35%	61%	0%
CWSW	17%	17%	67%	0%	0%	50%	50%	0%	0%	33%	67%	0%
Non SEN	5%	24%	71%	22%	4%	24%	73%	9%	2%	20%	78%	13%
SEN Support (K)	6%	18%	76%	6%	24%	18%	59%	0%	6%	41%	53%	12%
EHCP	40%	40%	20%	0%	80%	20%	0%	0%	60%	0%	40%	0%
Non EAL	0%	32%	68%	16%	0%	36%	64%	8%	0%	32%	68%	12%
EAL	12%	19%	69%	17%	19%	15%	65%	6%	10%	19%	71%	12%
Ethnicity: ABAN	0%	0%	100%	33%	0%	0%	100%	0%	0%	0%	100%	33%
Ethnicity: BAFR	17%	8%	75%	38%	25%	4%	71%	17%	8%	21%	71%	25%
Ethnicity: WBRI	0%	32%	68%	5%	5%	41%	55%	0%	0%	32%	68%	0%
Ethnicity: WOTH	9%	27%	64%	18%	18%	18%	64%	9%	18%	0%	82%	9%

2025	Reading EXS +	Writing EXS+	Maths EXS+	Reading GD	Writing GD	Maths GD
School 2025	69%	65%	70%	31%	17%	12%
LA 2023	66% School +3%	60% School +5%	69% School +1%	19% School +12%	9% School +8%	16% School -4%
National 2023	68% School +1%	61% School +4%	70% School 0%	19% School +12%	8% School +9%	16% School -4%

Year 2 Data Analysis

- The percentages are impacted by the year group being small. There were only 77 pupils in Year 2 at the end of the Summer Term, meaning each pupil was worth 1.3%
- Reading - 69% of pupils are expected in Reading (Baseline 59%) (2023 National 68%, LA66%)
- Maths – 70% of pupils are expected in Maths (Baseline 54%) (2023 National 70%, LA 69%)
- Writing – 65% of pupils are expected in Writing (Baseline 50%) (2023 National 61%, LA 60%)
- All pupils made good progress and attainment in all subjects was above LA and National average from 2023.

Village Infants School

- There was an increase in pupils in reaching the expected standard in all areas compared to baseline
- Lowest achieving cohort is White British for Writing and Maths, and White Other for Reading. These groups have been closely monitored through the school and appropriate additional intervention put in place. Progress was made but not accelerated enough to attain expected.
- In Year 2 there were 5 pupils with EHCPs. There were 77 pupils receiving SEND support (22% of year group)
- There are 52 (68%) pupils with English as an additional language (EAL)
- There is a gap between the attainment of pupil premium pupils and non-pupil premium pupils in all subjects despite additional interventions taking place.

Year 1 Data

Year 1 Data Analysis Summary – Summer 2025

	READING				WRITING				MATHS			
	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS
All pupils	8%	18%	74%	20%	11%	25%	64%	4%	11%	21%	67%	6%
Class: Escort	10%	7%	83%	3%	13%	27%	60%	10%	13%	13%	73%	7%
Class: Orion	7%	13%	80%	43%	7%	20%	73%	3%	7%	20%	73%	7%
Class: Sierra	7%	34%	59%	14%	14%	28%	59%	0%	14%	31%	55%	3%
Class: 0	0%	0%	83%	0%	0%	0%	60%	0%	0%	0%	73%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Girls	5%	19%	76%	21%	10%	19%	71%	5%	7%	24%	69%	2%
Boys	11%	17%	72%	19%	13%	30%	57%	4%	15%	19%	66%	9%
Non Pupil Premium	9%	17%	74%	22%	12%	20%	68%	4%	13%	19%	68%	6%
Pupil Premium	5%	20%	75%	15%	10%	40%	50%	5%	5%	30%	65%	5%
CWSW	0%	0%	100%	29%	0%	29%	71%	0%	0%	0%	100%	0%
Non SEN	3%	17%	79%	22%	6%	22%	71%	6%	8%	16%	76%	6%
SEN Support (K)	13%	17%	70%	17%	17%	35%	48%	0%	13%	35%	52%	4%
EHCP	67%	33%	0%	0%	67%	0%	33%	0%	67%	33%	0%	0%
Non EAL	0%	27%	73%	12%	3%	42%	55%	6%	0%	39%	61%	3%
EAL	13%	13%	75%	25%	16%	14%	70%	4%	18%	11%	71%	7%
Ethnicity: ABAN	0%	0%	100%	43%	0%	14%	86%	0%	0%	0%	100%	29%
Ethnicity: BAFR	14%	10%	76%	29%	14%	5%	81%	14%	14%	14%	71%	5%
Ethnicity: WBRI	0%	26%	74%	17%	0%	52%	48%	0%	0%	35%	65%	0%
Ethnicity: WOTH	14%	21%	64%	21%	21%	29%	50%	0%	36%	14%	50%	7%

Year 1 Data Analysis

- Reading – 74% of pupils are working at the expected in Reading (Baseline 65%)
- Maths – 67% of pupils are working at the expected standard in Maths (Baseline 60%)
- Writing – 64% of pupils are working at the expected standard in Writing (Baseline 59%)
- Good progress was made in all subjects.
- In Year 1 there are 3 pupils with EHCPs. There are 23 pupils receiving SEND support (26%)
- English is an additional language for 63% of pupils in the year group.
- Pupil premium pupils attainment is lower in Writing (-18) and Maths (-3) but there is no gap between attainment of pupil premium pupils and non-pupil premium pupils in reading. Additional writing interventions will be put in place for pupil premium pupils.
- Class Sierra had the lowest amount of pupils at the expected level, but the higher level of SEND
- Lowest achieving cohorts are White Other in Reading and Maths, and White British in Writing

Phonics Screening Check

Additional phonics interventions have taken place during the Summer Term for Year 1 pupils who are not working at the expected standard in phonics and for year 2 pupils who failed the phonics screening check last year.

	Year 1 June 2023	Year 1 June 2024	Year 1 June 2025	Year 2 June 2023	Year 2 June 2024	Year 2 June 2025
School	78%	78% including disapplied pupils 80% without disapplied pupils	85% including disapplied pupils 87% without disapplied pupils	82%	59%	77% including disapplied pupils 88% without disapplied pupils
LA	73%	79%		42%	53%	
National	75%	79%	80%	44%	58%	

Disapplied pupils are pupils who are not working within the National Curriculum but working at the engagement level in the Sunshine Classroom.

EYFS Data
Reception Data

All pupils	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	1%	2	2%	0		2	2%	1	1%	2	2%	1	1%
Nur	2	2%	1	1%	1	1%	0		1	1%	1	1%	2	2%
WTS	12	15%	6	7%	5	6%	21	26%	17	21%	14	17%	8	10%
EXS	66	81%	72	89%	75	93%	58	72%	62	77%	64	79%	70	86%
Total	81		81		81		81		81		81		81	

Non PP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	2%	2	3%	0		2	3%	1	2%	2	3%	1	2%
Nur	2	3%	1	2%	1	2%	0		1	2%	1	2%	2	3%
WTS	9	14%	5	8%	4	6%	15	24%	12	19%	11	17%	7	11%
EXS	51	81%	55	87%	58	92%	46	73%	49	78%	49	78%	53	84%
Total	63		63		63		63		63		63		63	

PP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		0		0		0	
Nur	0		0		0		0		0		0		0	
WTS	3	17%	1	6%	1	6%	6	33%	5	28%	3	17%	1	6%
EXS	15	83%	17	94%	17	94%	12	67%	13	72%	15	83%	17	94%
Total	18		18		18		18		18		18		18	

CWSW	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		0		0		0	
Nur	0		0		0		0		0		0		0	
WTS	0		0		0		1	33%	1	33%	0		0	
EXS	3	100%	3	100%	3	100%	2	67%	2	67%	3	100%	3	100%
Total	3		3		3		3		3		3		3	

Non SEN	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		0		0		0	
Nur	0		0		0		0		0		0		0	
WTS	7	10%	2	3%	0		14	21%	14	21%	8	12%	5	7%
EXS	60	90%	65	97%	67	100%	53	79%	53	79%	59	88%	62	93%
Total	67		67		67		67		67		67		67	

SEN - K	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		1	9%	0		0		0		0		0	
Nur	1	9%	0		0		0		0		1	9%	1	9%
WTS	5	45%	4	36%	3	27%	6	55%	3	27%	5	45%	3	27%
EXS	5	45%	6	55%	8	73%	5	45%	8	73%	5	45%	7	64%
Total	11		11		11		11		11		11		11	

SEN - EHCP	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	33%	1	33%	0		2	67%	1	33%	2	67%	1	33%
Nur	1	33%	1	33%	1	33%	0		1	33%	0		1	33%
WTS	0		0		2	67%	1	33%	0		1	33%	0	
EXS	1	33%	1	33%	0		0		1	33%	0		1	33%
Total	3		3		3		3		3		3		3	

All Pupils – percentage at EXS

Area of Learning	Baseline 82 pupils	Summer 81 pupils
CL	57	81
PSED	63	89
PD	87	93
Literacy	48	72
Maths	50	77
UW	55	79
EAD	74	86

GLD Tracker

	On entry			Autumn			Summer		
	Cohort	Attained GLD		Cohort	Attained GLD		Cohort	Attained GLD	
Reception - all pupils	76	17	22%	76	22	29%	81	56	69%
Class: Cortina	25	5	20%	25	5	20%	26	18	69%
Class: Granada	26	6	23%	26	8	31%	28	19	68%
Class: Mondeo	25	6	24%	25	9	36%	27	19	70%
Girls	48	13	27%	48	15	31%	50	34	68%
Boys	28	4	14%	28	7	25%	31	22	71%
Non PP / LAC	59	13	22%	59	18	31%	63	44	70%
PP / LAC	17	4	24%	17	4	24%	18	12	67%
CWSW	3	0	0%	3	0	0%	3	2	67%
No SEN	62	16	26%	62	21	34%	67	51	76%
School support	11	1	9%	11	1	9%	11	5	45%
EHCP / Statement	3	0	0%	3	0	0%	3	0	0%
Non EAL	34	5	15%	34	5	15%	36	24	67%
EAL	42	12	29%	42	17	40%	45	32	71%
Ethnicity: ABAN	11	4	36%	11	4	36%	12	8	67%
Ethnicity: BAFR	16	5	31%	16	7	44%	17	12	71%
Ethnicity: WBRI	20	2	10%	20	2	10%	21	12	57%
Ethnicity: WOTH	7	0	0%	7	3	43%	7	4	57%
Autumn born	24	7	29%	24	10	42%	26	19	73%
Summer born	34	7	21%	34	8	24%	36	23	64%
Summer born	18	3	17%	18	4	22%	19	14	74%
On roll whole KS (since N)	27	8	30%	27	9	33%	27	19	70%
On roll whole Reception	76	17	22%	76	22	29%	76	53	70%
Whole Rec - school N	33	11	33%	33	13	39%	33	24	73%
Whole Rec - not school N	43	6	14%	43	9	21%	43	29	67%
Joined during Reception	0	-	-	0	-	-	5	3	60%

Village Infants School

GLD	2022	2023	2024	2025
School	55%	58%	62%	69%
National			67%	68%
LA			65%	

Reception Data Analysis

- All pupils have made good progress from the Autumn Term in all areas of learning. Literacy and Maths have the lowest number of pupils at expected and Physical Development the most pupils at the expected standard.
- The number of pupils achieving a Good Level of Development continues to grow (2023 58%, 2024 62% 2025 69%)
- White Other and White British are the lowest achieving cohort in achieving GLD.
- Pupil premium pupils attainment is higher than non-pupil premium pupils in all areas apart from Literacy and Maths.
- 13% of pupils in this year group are on the SEND register. 3 pupils have an EHCP
- 56% of pupils have EAL
- Although pupils have made good progress they need to achieve an ELG across each area of learning to achieve a GLD. Within this year group there are some pupils with spiky profiles who would achieve the majority of ELGs but not all of them.

Nursery Data

All pupils	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	3%	2	5%	0		4	10%	1	3%	4	10%	0	
WTS	9	23%	5	13%	3	8%	12	31%	10	26%	9	23%	7	18%
EXS	29	74%	32	82%	36	92%	23	59%	28	72%	26	67%	32	82%
Total	39		39		39		39		39		39		39	

NAM	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		1	8%	0		1	8%	0	
WTS	4	33%	4	33%	1	8%	5	42%	3	25%	6	50%	3	25%
EXS	8	67%	8	67%	11	92%	6	50%	9	75%	5	42%	9	75%
Total	12		12		12		12		12		12		12	

NPM	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		1	14%	0		1	14%	0	
WTS	2	29%	1	14%	0		2	29%	3	43%	1	14%	1	14%
EXS	5	71%	6	86%	7	100%	4	57%	4	57%	5	71%	6	86%
Total	7		7		7		7		7		7		7	

FT Nur	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	5%	2	10%	0		2	10%	1	5%	2	10%	0	
WTS	3	15%	0		2	10%	5	25%	4	20%	2	10%	3	15%
EXS	16	80%	18	90%	18	90%	13	65%	15	75%	16	80%	17	85%
Total	20		20		20		20		20		20		20	

Non PP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	3%	2	6%	0		3	9%	1	3%	3	9%	0	
WTS	7	20%	2	6%	2	6%	11	31%	9	26%	7	20%	5	14%
EXS	27	77%	31	89%	33	94%	21	60%	25	71%	25	71%	30	86%
Total	35		35		35		35		35		35		35	

PP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		1	25%	0		1	25%	0	
WTS	2	50%	3	75%	1	25%	1	25%	1	25%	2	50%	2	50%
EXS	2	50%	1	25%	3	75%	2	50%	3	75%	1	25%	2	50%
Total	4		4		4		4		4		4		4	

CWSW	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		0		0		0	
WTS	1	33%	1	33%	1	33%	1	33%	0		1	33%	1	33%
EXS	2	67%	2	67%	2	67%	2	67%	3	100%	2	67%	2	67%
Total	3		3		3		3		3		3		3	

Village Infants School

All Pupils – percentage at EXS

Area of Learning	Baseline 33 pupils	Summer 39 pupils
CL	21	74
PSED	15	82
PD	33	92
Literacy	12	59
Maths	30	72
UW	27	67
EAD	12	82

Nursery Data Analysis

- 10% of pupils are eligible for pupil premium funding (4 pupils). Non pupil premium pupils attainment was higher than pupil premium pupils, however this is a small group.
- As expected more full-time pupils are working at expected than part time children.
- Literacy and Maths has the least number of pupils at the expected standard
- EAD and PD have the highest number of pupils at the expected standard
- 59% of pupils has English as an additional language (23 pupils)
- 15% pupils receive SEND support and 1 pupil has an EHCP

Village Infants School

Signed: *Y Cattle* Y Cattle (Head Teacher)

9.10.25

This report was contributed to by:

A Rix Deputy Head

Additional reports attached as below:

D Rosaman	SENDCo Report	Appendix 1
Y Cattle	Safeguarding Report	Appendix 2
A Rix	Attendance Report	Appendix 3