



Barford St. Peter's C.E. (V.A.) Primary School

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Pupil Premium Strategy Statement

(Updated for 2024 to 2025)

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	17% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Board
Pupil premium lead	Mary Baker
Governor / Trustee lead	Matt Adam

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Recovery premium funding allocation this academic year	£1,051
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,971



Barford St. Peter's C.E. (V.A.) Primary School

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Part A: Pupil Premium Strategy Plan

Statement of intent

At Barford St. Peter's we believe that all children have the right to achieve their full potential, regardless of their background. It is our intention to provide all children with the best possible start to their educational journey in a loving and nurturing environment, where they are able to thrive. Our focus for all children is to effectively develop their personal, social and emotional skills so that they are able to fully access the richness of all the curriculum has to offer, and to become highly successful learners, ready for the next stage of their educational journey.

Our current pupil premium strategy is focused on ensuring that children's SEMH is given the highest priority, to enable them to flourish and thrive across all areas of the curriculum. In addition to this, we aim to consider and adapt our strategy based on the specific needs of individuals within our school, including ensuring appropriate academic challenge for all, including those who are more able, and nurturing and developing talent for individual pupils in areas they excel such as art, music or sport.



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Challenges

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

Challenge number	Detail of challenge																																																																																																																																																																																																															
1	<p><u>Developmental Delay, SEMH and SEND needs</u></p> <ul style="list-style-type: none"> • 2 out of 3 children in our year 1 cohort have experienced early childhood trauma and have significant learning needs. One child requires full time support. • 5 out of 11 of our current year 2 pupil premium children have significant SEMH and SEND needs. On entry to Reception it was identified that these children had developmental delay both in speech and language and also in their social and emotional development. This was assessed on 21.11.22 by 'SEND supported' as follows: <i>"Children are happy to come to school. Despite experience in nursery, they:</i> <ul style="list-style-type: none"> • <i>Show poor language development</i> • <i>Struggle to follow instructions.</i> • <i>Lose focus and attention.</i> • <i>Struggle to engage with the curriculum.</i> • <i>Show social awareness and intent but often try to resolve conflict using physical behaviour.</i> • <i>Show developmental delay</i> • <i>Demonstrate poor receptive and/or expressive language skills</i> • <i>Are currently unable to fully access the curriculum</i> <p>The Boxhall profile has been used to assess these children's needs with the following results:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>Kind</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th><th>Q</th><th>R</th><th>S</th><th>T</th><th>U</th><th>V</th><th>W</th><th>X</th><th>Y</th><th>Z</th><th>Dev</th><th>Diag</th> </tr> </thead> <tbody> <tr> <td>BP2017</td> <td>16</td><td>8</td><td>4</td><td>13</td><td>5</td><td>12</td><td>10</td><td>12</td><td>5</td><td>5</td><td>0</td><td>0</td><td>1</td><td>1</td><td>5</td><td>0</td><td>3</td><td>5</td><td>0</td><td>3</td><td>9</td><td>6</td> </tr> <tr> <td>BP2017</td> <td>16</td><td>10</td><td>9</td><td>14</td><td>6</td><td>11</td><td>12</td><td>17</td><td>6</td><td>5</td><td>4</td><td>2</td><td>1</td><td>3</td><td>2</td><td>0</td><td>3</td><td>1</td><td>4</td><td>3</td><td>6</td><td>7</td> </tr> <tr> <td>BP2017</td> <td>18</td><td>4</td><td>3</td><td>8</td><td>4</td><td>7</td><td>14</td><td>15</td><td>3</td><td>7</td><td>10</td><td>4</td><td>0</td><td>0</td><td>0</td><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td><td>7</td><td>3</td> </tr> <tr> <td>BP2017</td> <td>16</td><td>6</td><td>4</td><td>11</td><td>7</td><td>10</td><td>11</td><td>16</td><td>4</td><td>8</td><td>7</td><td>2</td><td>0</td><td>0</td><td>3</td><td>3</td><td>0</td><td>0</td><td>0</td><td>3</td><td>8</td><td>4</td> </tr> <tr> <td>BP2017</td> <td>16</td><td>7</td><td>7</td><td>13</td><td>6</td><td>10</td><td>11</td><td>16</td><td>5</td><td>5</td><td>3</td><td>5</td><td>1</td><td>1</td><td>4</td><td>1</td><td>8</td><td>6</td><td>9</td><td>6</td><td>10</td><td>9</td> </tr> <tr> <td>BP2017</td> <td>18</td><td>11</td><td>11</td><td>15</td><td>6</td><td>11</td><td>11</td><td>14</td><td>5</td><td>6</td><td>6</td><td>5</td><td>0</td><td>3</td><td>4</td><td>2</td><td>10</td><td>9</td><td>13</td><td>7</td><td>6</td><td>9</td> </tr> <tr> <td>BP2017</td> <td>13</td><td>5</td><td>4</td><td>9</td><td>4</td><td>10</td><td>6</td><td>12</td><td>4</td><td>3</td><td>8</td><td>4</td><td>4</td><td>7</td><td>4</td><td>2</td><td>6</td><td>4</td><td>3</td><td>5</td><td>10</td><td>10</td> </tr> <tr> <td></td> <td>5</td><td>5</td><td>5</td><td>7</td><td>6</td><td>4</td><td>6</td><td>7</td><td>6</td><td>5</td><td>6</td><td>4</td><td>4</td><td>5</td><td>6</td><td>4</td><td>5</td><td>4</td><td>4</td><td>4</td><td>6</td><td></td> </tr> </tbody> </table>	Kind	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag	BP2017	16	8	4	13	5	12	10	12	5	5	0	0	1	1	5	0	3	5	0	3	9	6	BP2017	16	10	9	14	6	11	12	17	6	5	4	2	1	3	2	0	3	1	4	3	6	7	BP2017	18	4	3	8	4	7	14	15	3	7	10	4	0	0	0	4	0	0	0	0	7	3	BP2017	16	6	4	11	7	10	11	16	4	8	7	2	0	0	3	3	0	0	0	3	8	4	BP2017	16	7	7	13	6	10	11	16	5	5	3	5	1	1	4	1	8	6	9	6	10	9	BP2017	18	11	11	15	6	11	11	14	5	6	6	5	0	3	4	2	10	9	13	7	6	9	BP2017	13	5	4	9	4	10	6	12	4	3	8	4	4	7	4	2	6	4	3	5	10	10		5	5	5	7	6	4	6	7	6	5	6	4	4	5	6	4	5	4	4	4	6	
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	<p>At least 9 pupil premium children in Key Stage 2 present with social and emotional needs and require mental health support in order to fulfil their potential.</p>																																																																																																																																																																																																															



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2

Attendance (based on 2023 to 2024 data)

Pupil premium children with persistent absence are as follows:

Child/ Year Group	% Absence
A – R	50% (reduced timetable)
B - R	88%
C – 1	85%
D - 1	81%
E - 2	80%
F – 2	76%
G – 2	88%
H - 6	89%
I - 6	85%

Developing early reading and phonics skills is significantly affected for children in EYFS and year 1 due to the high levels of absence. In Year 2, attainment in mathematics has been affected by content missed through high absence levels.

3

Closing the Gap - Attainment in Reading, Writing and Maths (based on 2023 to 2024 data)

Our 2023 to 2024 attainment data (see below) shows that non-SEND pupil premium children are achieving well in reading and maths in years 4, 5 and 6. Pupil premium children are not achieving well enough in key stage one in maths, which is a core focus of the school development plan for 2024 to 2025. Pupil premium children also did not achieve in line with their peers in reading in years 1 and 3. Pupil premium children did not achieve as well as their peers in all year groups except year 2 in writing. This is also a core focus of the school development plan for 2024 to 2025.

Whole School Attainment Data July 2024																
Reading																
	All Pupils				Pupil Premium Only				SEND Only				SEND & Pupil Premium			
	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	
Year 1	30%	70%	13%	6	33%	67%	0%	1	100%	0%	0%	4	100%	0%	0%	
Year 2	17%	83%	27%	4	20%	80%	0%	2	100%	0%	0%	2	100%	0%	0%	
Year 3	18%	82%	34%	3	33%	66%	0%	5	60%	40%	0%	3	66%	33%	0%	
Year 4	3%	97%	40%	4	0%	100%	0%	2	50%	50%	0%	1	0%	100%	0%	
Year 5	12%	88%	42%	2	0%	100%	0%	2	100%	0%	0%	1	100%	0%	0%	
Year 6	3%	97%	60%	4	0%	100%	25%					1	100%	0%	0%	
Writing																
	All Pupils				Pupil Premium Only				SEND Only				SEND & Pupil Premium			
	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	
Year 1	40%	60%	10%	6	100%	0%	0%	1	100%	0%	0%	4	100%	0%	0%	
Year 2	33%	67%	27%	4	25%	75%	0%	2	100%	0%	0%	2	100%	0%	0%	
Year 3	27%	72%	28%	3	33%	66%	0%	5	80%	20%	0%	3	66%	33%	0%	
Year 4	18%	82%	22%	4	25%	75%	25%	2	100%	0%	0%	1	100%	0%	0%	
Year 5	53%	51%	8%	2	100%	0%	0%	2	100%	0%	0%	1	100%	0%	0%	
Year 6	6%	94%	53%	4	0%	100%	25%					1	100%	0%	0%	
Maths																
	All Pupils				Pupil Premium Only				SEND Only				SEND & Pupil Premium			
	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	No. children	WTS	EXS+	GDS	
Year 1	27%	73%	20%	6	33%	66%	0%	1	100%	0%	0%	4	100%	0%	0%	
Year 2	37%	67%	20%	4	50%	50%	0%	2	100%	0%	0%	2	100%	0%	0%	
Year 3	15%	85%	37%	3	0%	100%	33%	5	60%	40%	0%	3	66%	33%	0%	
Year 4	0%	100%	31%	4	0%	100%	0%	2	0%	100%	0%	1	0%	100%	100%	
Year 5	8%	92%	46%	2	0%	100%	0%	2	100%	0%	0%	1	100%	0%	0%	
Year 6	3%	97%	60%	4	0%	100%	25%					1	0%	100%	0%	



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Progress in Reading, Writing and Maths (based on 2023 to 2024)

Progress data (see below) shows that in key stage 2, 100% of disadvantaged children made expected progress, with the exception being year 5 in maths. In key stage one disadvantaged children made less than expected progress in years 1 and 2 in maths, and in year 1 in reading and writing. However, in order to close the attainment gap, disadvantaged children need to make better than expected progress and this will continue to be a focus for 2024 to 2025.

Whole School Progress Data July 2024																
Reading																
Year	Progress from	All Pupils			No. children	Pupil Premium Only			No. children	SEND Only			No. children	SEND & Pupil Premium		
		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress
Year 1	EYFS	3%	97%		6	17%	83%		1	0%	100%		4	0%	100%	0%
Year 2	EYFS	9%	94%		4	0%	100%		2	0%	100%		2	0%	100%	
Year 3	KS1SATS	3%	97%	15%	3	0%	100%	33%	5	0%	100%	20%	3	0%	100%	0%
Year 4	KS1SATS	0%	100%	22%	4	0%	100%	50%	2	0%	100%	50%	1	0%	100%	0%
Year 5	TA	0%	100%	4%	2	0%	100%	0%	2	0%	100%	0%	1	0%	100%	0%
Year 6	TA	6%	94%	30%	4	0%	100%	20%					1	0%	100%	0%
Writing																
Year	Progress from	All Pupils			No. children	Pupil Premium Only			No. children	SEND Only			No. children	SEND & Pupil Premium		
		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress
Year 1	EYFS	10%	90%		6	33%	66%		1	0%	100%		4	0%	100%	
Year 2	EYFS	23%	87%		4	0%	100%		2	0%	100%		2	0%	100%	
Year 3	KS1SATS	3%	97%	6%	3	0%	100%	0%	5	0%	100%	0%	3	0%	100%	0%
Year 4	KS1SATS	18%	82%	16%	4	0%	100%	25%	2	0%	100%	0%	1	0%	100%	0%
Year 5	TA	27%	73%	0%	2	33%	66%	0%	2	0%	100%	0%	1	0%	100%	0%
Year 6	TA	6%	94%	31%	4	0%	100%	20%					1	0%	100%	0%
Maths																
Year	Progress from	All Pupils			No. children	Pupil Premium Only			No. children	SEND Only			No. children	SEND & Pupil Premium		
		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress		Less than expected progress	Expected progress+	Better than expected progress
Year 1	EYFS	7%	93%		6	33%	66%		1	0%	100%		4	0%	100%	
Year 2	EYFS	17%	83%		4	50%	50%		2	0%	100%		2	0%	100%	
Year 3	KS1SATS	6%	94%	9%	3	0%	100%	33%	5	0%	100%	20%	3	33%	66%	0%
Year 4	KS1SATS	0%	100%	12%	4	0%	100%	100%	2	0%	100%	50%	1	0%	100%	100%
Year 5	TA	0%	100%	4%	2	0%	100%	0%	2	0%	100%	0%	1	0%	100%	100%
Year 6	TA	10%	90%	20%	4	0%	100%	20%					1	0%	100%	100%



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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 SEMH development for disadvantaged children, enabling them to thrive in their learning.	Disadvantaged pupils are able to: <ul style="list-style-type: none"> • Access the full curriculum • Express their feelings and emotions to safe adults • Communicate their behaviour to others in a safe way • Form positive relationships with their peers and adults • Understand how to manage their feelings and emotions in a safe way
Improved early reading and phonics outcomes for disadvantaged children in EYFS and KS1.	<ul style="list-style-type: none"> • 100% of non SEND vulnerable children leave reception with expected standard in word reading. • Children leave reception with a love of reading. • At least 80% of vulnerable children achieve at good level of development. • Vulnerable children are able to use their phonic knowledge to segment and blend to read words. They are know how to read reception high frequency words (CEW) by sight. • Vulnerable children are developing reading fluency in line with their peers.
Improved attendance for all disadvantaged children.	Attendance for all pupil premium children is at least 95%.
Improved attainment and progress outcomes in mathematics for our disadvantaged pupils at the end of KS1 and KS2.	<p><u>Attainment</u> 100% of non-SEND disadvantaged children in years 2 & 3 achieve expected standard in maths with at least 30% achieving greater depth standard.</p> <p><u>Progress</u> 100% of children in years 2 & 3 make expected progress in maths with 50% making better than expected progress in years 4 and 6.</p>
Improved attainment and progress outcomes in writing for our disadvantaged pupils at the end of KS1 and KS2	<p><u>Attainment</u> At least 80% non-SEND disadvantaged children in years 1 to 6 are achieving expected standard in writing and at least 30% are achieving a greater depth standard.</p> <p><u>Progress</u> At least 100% making expected progress and 25% making better than expected progress.</p>



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Activity in this academic year (2024 to 2025)

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: £ 3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific training for staff on supporting children with SEMH needs, including nurture training and attachment training.	Developing successful learners in nurturing schools: the impact of nurture groups in primary schools (ioe.ac.uk)	1
Improve attainment and progress for pupil premium children in reading through additional staff training. Implement coaching triads for phonics and writing in EYFS and KS1.	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Coaching triads have been used for the past 12 months to successfully to improve quality first teaching, enabling teachers to reflect on, and improve, their own practise.	3,4
Improve attainment and progress for all pupils in maths, including those who are disadvantaged, to ensure all children achieve their full potential. Provide staff training on effective maths teaching, ensuring appropriate challenge for all. Implement coaching triads for maths See maths development plan for further detail.	Effective strategies for improving outcomes in maths from EYFS to KS2 are documented by EEF. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3,4
Provide expert HLTA provision in year 2 and year 6 to support disadvantaged children.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	3,4



Barford St. Peter's C.E. (V.A.) Primary School

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement daily nurture for 2 hours per day for vulnerable children with SEMH needs.	The benefits of an attachment based approach in school have been widely researched throughout the UK. Developing successful learners in nurturing schools: the impact of nurture groups in primary schools (ioe.ac.uk)	1
Provide additional daily interventions for disadvantaged children in reading in EYFS and KS1.	Providing 1:1 reading in school as early as possible for disadvantaged children ensures that they do not fall behind their peers who may have more support at home with 1:1 reading. Small group reading such as guided reading on a daily basis also has a positive impact on pupil progress in reading: Small group reading intervention shown to boost pupil progress EEF (educationendowmentfoundation.org.uk)	3,4
Provide specialist maths tutoring in small groups or 1:1 for disadvantaged children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4
Daily, child specific, targeted interventions led by experienced teaching assistants and HLTAs for disadvantaged children in maths to enable accelerated progress.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3,4
Daily precision teaching for reading fluency for disadvantaged children in key stage 2.	A Systematic Review of the Effectiveness of Precision Teaching for Individuals with Developmental Disabilities Review Journal of Autism and Developmental Disorders (springer.com)	3,4



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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice set out in the DfE's 'Improving School Attendance' advice.	Improving School Attendance This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Continue to support DSLs in effective Early Help work.	2
Implement 'Think Good, Feel Good' programme to support disadvantaged children's SEMH needs.	The 'Think Good, Feel Good' is a CBT programme which provides children with a safe space to explore their feelings and emotional well being. It provides them with strategies to manage their feelings. The materials have been developed by the author and trialled extensively in clinical work with children and young people presenting with a range of psychological problems Cognitive-behavioural therapy with children, young people and families: from individual to systemic therapy Advances in Psychiatric Treatment Cambridge Core	1
Counselling for disadvantaged children with SEMH in KS2.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
Opportunities for disadvantaged children to participate in after school sports clubs (dance & gymnastics)	Physical activity EEF (educationendowmentfoundation.org.uk) Providing sports opportunities for disadvantaged children enables them to access enrichment in line with their peers. They also have the opportunity to explore new sports and activities.	3,4
Opportunities for disadvantaged children to participate in music lessons.	Arts participation EEF (educationendowmentfoundation.org.uk) Providing music lessons for more able disadvantaged children enables them to develop their talents.	3,4
Breakfast club: Provide breakfast for disadvantaged pupils and ensure they arrive at school on time.	Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	2,3,4

Total budgeted cost: £ 57,300



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of Key Stage 2, pupil premium children achieved very well, with 100 achieving expected standard in maths and 97% in reading and writing. 100% of children achieved expected progress with 20% making better than expected progress in maths, reading and writing.

For additional analysis on attainment and progress from 2023 to 2024 please see above under 'challenges'.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Last academic year our services pupil premium was spent on small group learning support for our services child. This included daily reading comprehension, small group maths support and writing support in class with a specialist TA.

The impact of that spending on service pupil premium eligible pupils

Our services pupil premium child made outstanding progress in maths, achieving expected level in the end of KS2 SATs. He was able to successfully access the reading comprehension paper, almost achieving expected standard. He was well prepared to make the transition to secondary school and passed the entrance exam for his chosen school.