



Pupil premium strategy statement –St. Andrew’s CE Primary School

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	406
Proportion (%) of pupil premium eligible pupils	44.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 updated 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lisa Thompson (HT)
Pupil premium lead	Maria Matthews (DHT)
Governor / Trustee lead	Kerryn Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275 470
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£275 470

Part A: Pupil premium strategy plan

Statement of intent

St Andrew's – A Good Samaritan School (Luke Ch 10 v 25-37) – 'Making a difference, so all can flourish.'

With Faith Hope and Love we can achieve greater things.

At St Andrew's, it is our intention to develop all our pupils into life-long learners with a thirst for knowledge. We have both high expectations and aspirations for all pupils in our care. This desire is regardless of background, gender, ethnicity or faith.

The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school, the home or community

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our PP Strategy is strongly informed by EEF Research and evidence based practice, adopting the three tiered approach of high quality teaching, targeted academic support and wider strategies. As well as supporting those pupils eligible for the grant, we also use the funding to support pupils that we consider 'vulnerable' due to other contextual factors (such as those who have a social worker or are facing other socio-economic disadvantages).

Common barriers to learning for disadvantaged children can include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and need to be considered on an individual basis where necessary.

Our overall aims are:

- To ensure that teaching and learning opportunities meet the needs of all the pupils
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- To ensure that attendance and punctuality of pupils is addressed as a whole school approach.
- To ensure that well-being and meeting SEMH needs is a priority for all pupils, thus enabling them to flourish emotionally and develop strategies to support mental health.

Achieving these objectives:

- Through development of CPD for staff, we aim for all teaching to be good or better, thus improving our Quality First Teaching for all pupils.
As a consequence of this, our school Pupil Premium Strategy is strongly informed by the Education Endowment Foundation's (EEF) research: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> and in particular the EEF's 'Teaching and Learning Toolkit' 2 ([https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool kit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool-kit)) and EEF Early Years Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit>) to inform our decisions on how our funding is spent
- Use of skilled HLTAs to provide intervention and 'catch up' support across the school
- Continued commitment to high quality training for staff and support for pupils in Early Reading to provide the best possible start to learning.
- Continued development of good quality language interventions within Early Years to ensure uplift in oral communication (EEF +6months)
- Using a team approach and an effective rewards system to positively engage in removing barriers and raising school attendance in line with National figures.
- Continuing the high quality care and extensive support of our skilled pastoral team to build links with families, promote parental engagement (EEF +4months) and to support individual pupils through nurture and effective guidance.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral communication skills in Early Years, leading to low baseline entry (less than 10% of pupils 'on track') and extensive support needed.
2	Early reading – continued consistency in approach to teaching Phonics and support with parental engagement in order for all pupils to 'crack the phonics code' and achieve fluency.

3	Attainment gap exists between PP and Non-PP across Reading, Writing and Maths in some year groups.
4	Limited personal experiences outside of school, including access to enrichment opportunities, which support in building cultural capital.
5	Significant economic, social and emotional deprivation exists for some families, which in turn may lead to SEMH challenges and Children's Services involvement.
6	Attendance and Punctuality barriers exist for some PP families

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.

Challenge Number	Intended outcome	Success criteria
1.	Continued improved communication skills in EYFS. Children can communicate orally both clearly and confidently. Pupils have the language to express themselves, ask questions and seek solutions.	<ul style="list-style-type: none"> Targeted PP children achieve EXS in CLL at the end of Reception and the percentage of children who achieve a Good Level of Development is at least in line with the LA/National average.
2.	Greater % of PP pupils successfully passing the phonic screening assessment in Year 1, in line with their Non-PP peers	<ul style="list-style-type: none"> RWI Phonics scheme taught consistently across EYFS and KS1. All staff delivering the programme are well trained. Phonics lead and teaching staff ensure that all pupils are placed correctly and reviewed regularly. 1:1 support as needed to ensure that pupils keep up. Focus on SEND PP pupils to ensure that targeted support is having desired impact. Phonics screen result in line or above previous academic year with PP pupils above National average and in line with Non PP peers.
3.	Accelerated progress to be made in all year groups for PP pupils in order to have more PP pupils attaining expected standards or above.	<ul style="list-style-type: none"> Raise in attainment of PP children so that the percentage of PP pupils at ARE+ is in line with National at the end of KS1/2

		<ul style="list-style-type: none"> • Increase in number of pupils attaining GDS at end of KS1/2
4..	Continued opportunities to raise cultural capital through the school's curriculum and extra-curricular offer.	<ul style="list-style-type: none"> • Free access to after school-clubs and subsidised educational visits to provide children with wider opportunities and increase cultural capital. • Flexible payment plans to be offered to families to help them spread payments. • Increasing % of pupils attending extra-curricular clubs.
5.	Pupils with additional challenges arising from home circumstances and environmental factors are well supported to succeed and make the best progress possible.	<ul style="list-style-type: none"> • Pastoral team meet regularly to discuss pupil needs and to reflect upon best possible actions to support, eg, Lego therapy, Sand therapy, Wishes and feelings etc • Staff make timely referrals to Learning mentor to ensure that pupils identified with specific SEMH needs can receive targeted support. • Work completed with pupils is evaluated and further academic progress/attainment measured for impact. • PP pupils accessing various therapeutic support/ Early Help/ Reflexions Team/ interventions via Sports Coach have improved mental wellbeing, resulting in improved progress and attainment.
6.	To continue to improve attendance figures so that they are at least in line with National.	<ul style="list-style-type: none"> • PP cohort attendance shows a stable and improving picture, with a

	Punctuality is improved for key PP/ vulnerable families.	<p>reduction in persistent absence.</p> <ul style="list-style-type: none"> • Fortnightly attendance meetings are held to discuss families and further support needed. • Support accessed from LA Attendance advisor – strategies suggested and implemented have a positive impact.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>‘Quality First’ Teaching</u> Consolidate and embed knowledge and understanding of CPD delivered in 23-24 on the following areas:</p> <ul style="list-style-type: none"> • Science of learning – How do pupils learn and how can we reduce cognitive overload? Principles of retrieval and spaced learning. • Effective modelling – ‘I/We/You approach – application of Rosenshine’s principles of effective instruction. • Improving upon planning and questioning skills – understanding children’s prior knowledge and aiming to build upon this. • Increasing opportunities for effective partner 	<p><u>Internal</u> September 2024 baseline data shows that a PP v Non PP gap exists in most year groups across Y1-6. This is prevalent in all core subjects but predominantly Reading and Writing</p> <p><u>External EEF Toolkit:</u></p> <ul style="list-style-type: none"> • Feedback- Cost: Low, Progress: +6 months • Reading comprehension- Cost: Low, Progress: +6 months • Collaborative learning- Cost: Low, Progress: +5 months • Mastery Learning- Cost: Low, Progress: + 5 months • Academic research: Doug Lemov, ‘Teach Like a Champion’ Rosenhine’s ‘Principles of effective instruction’ Banbrick and Santoya – ‘Getting Better Faster’ Paul Sherrington – Walkthru’s 	1,2,3

<p>discussion and shared tasks.</p> <ul style="list-style-type: none"> • Responsive teaching – how do we improve the quality of live feedback and AfL? <p>Use of collaborative coaching and mentoring strategies to support staff in moving practice forward – 3 weekly monitoring cycles focus upon different aspects of QFT</p>		
<p><u>EYFS Quality First Teaching</u></p> <p>CPD for all staff to include how to ensure that:</p> <ul style="list-style-type: none"> • Feedback has impact. • Effective interactions between staff and pupils support in increasing language and vocabulary. <p>(4 x TAs within Nursery and Reception + 1 x HLTA + experienced teacher for cover)</p>	<p><u>Internal</u></p> <p>PP pupils enter Nursery/Reception with significantly lower baselines than National. There are significant numbers of pupils with EAL which impacts upon CLL.</p> <p><u>External</u></p> <ul style="list-style-type: none"> • Communication and language approaches- Cost: Low; Progress: +7 months • Early Literacy approaches- Cost: Low; Progress: +4 months 	1, 2
<p><u>Access to high quality CPD</u></p> <ul style="list-style-type: none"> • Access to NPQs via Ambition Institute/Best Practice Network • Staff meetings - Regular focus on quality of T&L • External support from CLL team – Fixing full stops/Adaptive teaching in writing/Editing • CPD on EY framework and continued good practice. • Access to regular network meetings for all leaders. • Opportunities to liaise with other local schools in terms of moderation and approaches to T&L. • TAs accessing Broadmeadow Special school training to support 	<p><u>External</u></p> <p>EEF Guidance Report on effective professional development</p> <p>Ambition Institute – Steplab online learning programme</p> <p>Best Practice Network – Canvas online</p> <p>Early Career Framework (ECT support): https://www.gov.uk/government/publications/early-career-framework</p>	1, 2, 3, 5 & 6

<p>pupils with complex needs.</p> <ul style="list-style-type: none"> • Training for staff new to RWI • Embedding WellComm training • 2 x ECTs receiving coaching and mentoring • Mentoring and coaching for all ITT students working within school. 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £124,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to be provided as needed for specific language intervention programmes which specifically boost and support language development and oral communication eg, WellComm</p> <p>All TAs from Y2-Y6 to be trained in delivering reading fluency interventions.</p> <p>2 x HLTAs in KS1 and 2 to receive intensive training on supporting pupils with SEND (addressing double disadvantaged pupils). Training to be cascaded to other TAs within phases.</p> <p>INSET planned to include a workshop for staff on interpreting S&L reports and providing interventions to meet pupils S&L needs.</p>	<p>(EEF +4)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact so timetables are planned to enable this.</p> <p>Oral Language Interventions: Impact = +5 months e.g. WellComm Source: Education Endowment Foundation – Evidence summaries</p>	<p>1</p>

<p>Regular training in RWI approach to teaching Phonics provided for teachers and support staff via Phonics Lead.</p> <p>Continue to engage in RWI Development days with consultant and update action planning for Phonics in line with this.</p> <p>Continue to regularly assess and flexibly group pupils to ensure that all children learn and make progress.</p> <p>Provide Catch up/Keep up sessions for identified pupils to ensure that all children learn to read.</p>	<p>EEF (+5) Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Consistent training and monitoring/evaluation of all staff involved in the reading process means that this is given high priority and all members of teaching /support staff can support and teach in the same way.</p> <p>Research says that consistent approaches bring about more positive outcomes and also reduce cognitive overload for the learner.</p>	<p>2</p>
<p>Ensure appropriate interventions are in place for all PP pupils to achieve ARE and those with the potential to be GD.</p> <p>PP lead to support pupils across identified year groups to support small group intervention with specific focus upon reading/writing</p> <p>HLTAs across school provide high quality interventions, specifically in reading/writing which focus upon needs of pupils.</p>	<p><u>Internal</u></p> <p>Lower percentage of PP pupils are achieving ARE in core subjects. Lower percentage of PP pupils are achieving GDS in Reading/Writing overall.</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <ul style="list-style-type: none"> ● Small group tuition- Cost: Low, Progress: + 4 months ● One-to-one tuition- Cost: Moderate, Progress: + 5 months <p>Research suggests that short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £100,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils provided with a wide range of school visits, internal visitors and enrichment experiences and activities to enhance cultural capital and increase knowledge of the wider world.</p> <p>Extra-Curricular activities to be provided free of charge on a range of subject areas in order to enrich pupils' experiences and offer opportunities which could not be accessed from home.</p> <p>Payment support and subsidised trips to provide opportunities and ensure that no child is disadvantaged due to economic background or deprivation.</p>	<p><u>Internal</u></p> <p>The school is in the highest band of deprivation nationally (IDACI 5) It is vital that the school provides pupils with as many opportunities as possible to increase cultural capital and support pupils in raising their aspirations for the future.</p>	4
<p><u>Continued high quality pastoral support</u></p> <ul style="list-style-type: none"> • Parental support/workshops offered • Support with finances/housing/food/referrals for Early support • Regular 'Drop and Stop' sessions to give parents up to date information on where they can access advice and support. • Reflexions to attend specified Parent workshops to provide holistic support to families of pupils with SEMH needs. • SENDCo support through additional TAC meetings as needed for pupils with complex needs who are also PP 	<p><u>Internal:</u></p> <p>Parents are highly supportive of the school and the work it does to support families, thus helping individual pupils to flourish as a result.</p> <p>A recent SIAMs inspection for church schools – Nov 2023- states:</p> <p style="text-align: center;"><i>“Relationships with families are respectful and supportive. The school makes a positive difference to the lives of its pupils and neighbouring community. This demonstrates leaders’ commitment for all to flourish as precious individuals.</i></p> <p style="text-align: center;"><i>Staff go 'above and beyond' in their care for those pupils who are more vulnerable. Each learner is known and cherished and so enabled to grow in personal and academic terms.”</i></p> <p><u>External</u></p> <p><u>EEF Toolkit:</u></p> <ul style="list-style-type: none"> • Metacognition & self-regulation- Cost: Low, Progress: +7 months 	5

<ul style="list-style-type: none"> • Well-being Charter mark action plan to continue to be followed • SMHL to continue to liaise with Reflexions to provide high quality support for pupils with SEMH needs. • Well being ambassador training to be given to allocated pupils to provide additional support across KS2. • Learning mentor support for pupils presenting with a variety of needs. • Sports coaches to provide interventions for identified pupils in raising self-esteem/aspirations • Whole school approach to maintaining consistently high standards of behaviour for learning across school – Restorative practice training to be accessed by all staff in 2025 • Magic Breakfast • Fruit provided across KS2 • External specialist support to be accessed if required (e.g. CAMHS/ Base 25) 	<ul style="list-style-type: none"> • Social and Emotional learning: Cost: Low, Progress: + 4 months <p>Specific advice on behaviour interventions https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Senior Mental Health Lead training: https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	
<p>Attendance support for key groups and families led by Pastoral and Safeguarding leads, DHT, Attendance admin support and EWO.</p> <p>Regular meetings with LA attendance advisor to provide support and additional strategies for improving attendance.</p> <p>Fortnightly meetings held to discuss cases and next steps.</p> <p>Continued high priority given to attendance on SIP.</p>	<p>External</p> <p>DFE advice- based on work with school who have significantly reduced levels of absence: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>National research shows that a successful way to improve outcomes for PP pupils is to maximise the engagement of parents and equip them to support in the best way at home – EEF Parental Engagement toolkit strand.</p>	6

<p>Attendance Reviews conducted at school's request.</p> <p>Continued attendance awards and celebration events to encourage improved attendance.</p> <p>School is committed to embedding principles of good practice set out in the DFE's Improving School Attendance.</p>		
<p>Contingency fund for acute issues</p>	<p>Based upon our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £275 470

Part B: Review of the previous academic year

Pupil premium strategy outcomes

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

Intended outcomes

Intended outcome	Success criteria
<p>Challenge 1: Improved communication skills in EYFS. Children can communicate orally both clearly and confidently.</p> <p>Pupils have the language to express themselves, ask questions and seek solutions.</p>	<p>Targeted PP children achieve EXS in CLL at the end of Reception and the percentage of children who achieve a Good Level of Development is at least in line with the LA/National average.</p>

Reception

Good Level of	All Pupils	Male	Female	PP	Non-PP
Cohort	57	32	25	20	37
Cohort	100.0%	56.1%	43.9%	35.1%	64.9%
Percent Per	1.8%	3.1%	4.0%	5.0%	2.7%
Total	35	17	18	15	20
Total	61.4%	53.1%	72.0%	75.0%	54.1%

PP pupils out-performed non PP in attaining GLD. This was above both LA and National average.

Reception

CL	All Pupils	Male	Female	PP	Non-PP
Cohort	57	32	25	20	37
Cohort	100.0%	56.1%	43.9%	35.1%	64.9%
Percent Per	1.8%	3.1%	4.0%	5.0%	2.7%
Total	44	22	22	17	27
Total	77.2%	68.8%	88.0%	85.0%	73.0%

PP pupils made exceptional progress this year in Communication and Language, with attainment exceeding all pupils.

Challenge 2: Greater % of PP pupils successfully passing the phonic screening assessment in Year 1, in line with their Non-PP peers

- RWI Phonics scheme taught consistently across EYFS and KS1.
- All staff delivering the programme are well trained.
- Phonics lead and teaching staff ensure that all pupils are placed correctly and reviewed regularly.
- 1:1 support as needed to ensure that pupils keep up Phonics screen result in line or above previous academic year with PP pupils above National average and in line with Non PP peers.

Y1 Phonics Check	% pass school	% pass national
All -	85	79%
Boys -	89	
Girls -	79	
PP -	65	
Non PP -	88	

Y2 Phonics Check - combined with Y1 outcome	% pass school (cumulative)	% pass national (cumulative)
All -	82	89%
Boys -	78	
Girls -	90	
PP -	85	
Non PP -	79	

PP pupils who did not pass the Phonics screen were also SEND. Strategy updated to include increased support for double disadvantaged pupils. 68% of PP pupils passed nationally – school figure of 65% is broadly in line.

Challenge 3: Accelerated progress to be made in all year groups for PP pupils in order to have more PP pupils attaining expected standards or above.

- Raise in attainment of PP children so that the percentage of PP pupils at ARE+ is in line with National at the end of KS1/2
- Increase in number of pupils attaining GDS at end of KS1/2

Y2 TA's RESULTS	Reading		Writing		Maths		Science	
	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD
All - 57	65(68)	9	47(60)	0	68(70)	16	75	
Boys - 36	58	8	36	0	64	19	69	
Girls - 21	76	10	67	0	76	10	86	
PP - 33	58	6	33	0	64	15	76	
Non PP - 24	75	13	67	0	75	17	75	

PP pupils achieved in line with EXS and GD in Maths. Further support needed in Reading/Writing to close gaps which exist.

Year 6 SATs results - Pupils achieving expected outcomes							
Reading		Writing		Maths		RWM Combined	
All	78% (74% Nat)	All	79% (72% Nat)	All	75% (73% Nat)	All	69% (61% Nat)
PP	80%	PP	83%	PP	74%	PP	69% (45% PP Nat)
Non PP	75%	Non PP	71%	Non PP	75%	Non PP	67%

Y6 SATS RESULTS 1 pupil removed	Reading		Writing - TA		Maths		Spag	
	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD
All - 59	78	24	79	17	75	15	81	17
Boys - 29	69	17	70	10	66	17	69	10
Girls - 30	87	30	87	23	83	13	90	23
PP - 35	80	23	83	11	74	6	80	11
Non PP - 24	75	25	71	25	75	29	79	25

PP pupils achieving EXS is comparable or higher than Non PP and comparable at GDS in Reading.

Further work needed on raising GDS levels in Writing and Maths for PP Pupils.

<p>Challenge 4: Continued opportunities to raise cultural capital through the school's curriculum and extra-curricular offer.</p>	<ul style="list-style-type: none"> Free access to after school-clubs and subsidised educational visits to provide children with wider opportunities and increase cultural capital. Flexible payment plans to be offered to families to help them spread payments. Increasing % of pupils attending extra-curricular clubs.
<ul style="list-style-type: none"> Club participation of PP pupils in 2023-24 <ul style="list-style-type: none"> Year 1 – 30% Year 2 – 50% Year 3 – 53% Year 4 – 51% Year 5 – 75% Year 6 – 77% <p>(Wider variety of clubs offered to KS2 than KS1 during 2023-24)</p>	

<p>Challenge 5: Pupils with additional challenges arising from home circumstances and environmental factors are well supported to</p>	<ul style="list-style-type: none"> Pastoral team meet regularly to discuss pupil needs and to reflect upon best possible actions to support, eg, Lego therapy, Sand therapy, Wishes and feelings etc
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<p>succeed and make the best progress possible.</p>	<ul style="list-style-type: none"> • Staff make timely referrals to Learning mentor to ensure that pupils identified with specific SEMH needs can receive targeted support. • Work completed with pupils is evaluated and further academic progress/attainment measured for impact. • PP pupils accessing various therapeutic support/ Early Help/ Reflexions Team/ interventions via Sports Coach have improved mental wellbeing, resulting in improved progress and attainment. • FFQA with SEND – re-accreditation
<ul style="list-style-type: none"> • Referral system improved for directing pupils to learning mentor. • 85% of pupils seen by Learning mentor were PP. 58% of these pupils achieved expected or better outcomes at the end of 23-24 academic year. • 66% of pupils referred to reflexions were PP – these children had improved mental wellbeing as a result of direct work and were achieving expected outcomes at the end of 23-24 • FFQA with SEND annual review took place on 27/9/24 – Accreditation maintained • Additional training in ELSA and Lego Therapy given to Learning mentor/SENCo in order to increase capacity to support PP/SEND PP pupils with SEMH further. 	

<p>Challenge 6: To continue to improve attendance figures so that they are at least in line with National. Punctuality is improved for key PP/ vulnerable families.</p>	<ul style="list-style-type: none"> • PP cohort attendance shows a stable and improving picture, with a reduction in persistent absence. Fortnightly attendance meetings are held to discuss families and further support needed
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Summer 2024 - Attendance Y1-6 pupils

<p>Whole School</p>	<p>94%</p>	<p>National average: 92.8%</p>
<p>PP pupils</p>	<p>93.2%</p>	<p>National average: 88.9%</p>

Fortnightly attendance data broken down into PA pupils and sub-groups within this. Focus on PP and PP/SEND families.

Continued support offered via Attendance team and Pastoral manager in ensuring that attendance for PP pupils continues to improve.

Introduction of termly awards of Bronze/Silver/Gold badges has helped to motivate pupils. Reduction in PA numbers noted across the year and increase in pupils achieving badges termly.

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.

NOT APPLICABLE

