

Pupil premium strategy statement – Halifax Primary School

This statement details our school's use of pupil premium (and recovery 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	421
Proportion (%) of pupil premium eligible pupils	23%
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)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anita Krishna Headteacher
Pupil premium lead	Kelly Landers Assistant Headteacher
Governor / Trustee lead	Hannah Barber Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,405
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,775.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£16,668.39
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>	£162,848

Part A: Pupil premium strategy plan

Statement of intent

At Halifax, we believe that we all have a responsibility to 'help each other to aim high'. Through explicitly teaching our values of Aspiration, Collaboration, Nurture and Curiosity, high quality first teaching and strong relationships between our adults and our pupils, we aim for all of our pupils, irrespective of their background or the challenges they face, to make accelerated progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We use a range of quantitative and qualitative data to help us build a clear picture of the challenges faced by our vulnerable pupils regardless of their eligibility for the Pupil Premium Grant, such as those who are supported by social care and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching for all pupils is at the heart of our approach and we have embedded a graduated response approach across the school to ensure pupils are supported within the class resulting in teachers having a greater understanding of the needs of their pupils and being able to intervene and act earlier to address gaps in learning. We are guided by the principle that if our teaching meets the needs of our most vulnerable learners, our non-disadvantaged learners will also thrive. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. It is through the use of our school data, observations and also knowing our individual children well, that we are able to identify the key challenges that are faced by our pupils as a community as well as individually. The approaches we have adopted complement each other to help pupils succeed.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Whilst we have been working hard to improve Oracy skills across the school, our assessments, observations, and discussions with pupils indicate further support is needed to address underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to Reception, our school assessments show 58% of pupils not on track with 25% of these pupils showing significant delays. We also know that whilst Speech and Language interventions can close the gap in EYFS and KS1, these can reappear in KS2 as the complexity of language increases.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in phonics acquisition than their peers. This negatively impacts their development as readers. Reading attainment and progress across the school are on a downward trajectory with the gap between disadvantaged and non disadvantaged growing since 2022.
3	Whilst the gap in Maths attainment had decreased between disadvantaged pupils and non-disadvantaged pupils since 2019, published data for KS2 Maths indicates that pupil attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Our internal assessments show that pupils' ability to mathematically reason is significantly below their arithmetic skills which we believe correlates to the gaps in language and vocabulary. Maths assessment data July 2021 Year 3 Year 4 Year 5 Year 6 Arithmetic 80% 73% 63% 60% Reasoning 69% 51% 38% 40%
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our observations and discussions with pupils and families have identified social and emotional issues for a rising number of pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Through conversations and feedback with parents, they are anxious about the impact partial school closure has had on their children's learning, but they do not feel they have the knowledge or skills to support their children at home.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1% - 1.8% lower than

	for non-disadvantaged pupils. 13.3% - 18.2% of disadvantaged pupils have been 'persistently absent' compared to 5.1% - 10.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved phonics among disadvantaged pupils in EYFS and KS1. Improved attainment and progress in Reading across KS1 and KS2.	Reading outcomes in 2023/24 show that all disadvantaged pupils made accelerated progress. Phonics outcomes in 2023/2024 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that all disadvantaged pupils made accelerated progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.	Sustained high levels of parental engagement from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from parent/carer voice, parent/carer surveys and session evaluations • increase in engagement with online platforms such as Tapestry and Class Dojo • increase in parent/carer attendance at parent consultations and IPR reviews

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has diminished on previous years • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
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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: £69,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to subscribe to the support of Voice 21 to provide support and CPD for teachers across the school in elevating oracy in the classroom.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>1,2,4</p>
<p>Update resources for DfE validated Phonics scheme as necessary. A sustained programme of CPD over the course of the year to ensure consistent teaching both in phonics sessions and small group and 1:1 teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>2</p>

<p>Reading is a focus of the SDP. There has been a review of approach to shared reading in line with DfE Reading Framework and as a result a sustained programme of CPD, coaching and monitoring to implement changes in reading pedagogy</p>	<p>The DfE guidance has been produced to help school meet the expectations for Reading in both the Early Years Foundation Stage and the National Curriculum</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning through the use of S shape planning that focuses on breaking the learning down into small steps, key vocabulary and sentence stems. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>5</p>

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

Budgeted cost: £ 51,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding the use of Word Aware and Lexicon Pirate across the school to secure vocabulary teaching within class and to continue to provide structured small group and 1:1 interventions for targeted pupils a significant proportion of which will be disadvantaged pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,4</p>
<p>Speech and Language therapy targeted at pupils with identified needs across the school, a significant proportion of which will be disadvantaged pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support within EYFS and KS1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>2</p>
<p>Evidence based programmes such as Catchup Literacy targeted at disadvantaged pupils who require further phonics and whole word reading support in KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>2,3,4</p>

<p>blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic in Reading, Writing and Maths. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding online platforms to secure effective channels of communication across the school that enables parents/carers to engage with their children's learning.</p>	<p>There is strong evidence to suggest that parental engagement has a positive impact on pupil progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures promoting and celebrating high levels of attendance with pupils and their families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Implementing the Emotional Literacy Support Assistant programme across the school to provide additional support to</p>	<p>There is evidence to suggest that successful SEL interventions can have a positive impact on pupil progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/emotional-literacy-support/</p>	5

pupils who face challenges to their wellbeing	learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £162,848

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved Oral Language for Disadvantaged Pupils

COMMUNICATE – Speech and Language Therapy

- Wellcomm assessments carried out on all Reception children in the Autumn term 2022.
- Teaching Assistants working under the direction of Communicate to deliver speech and language therapy with Reception pupils

Impact

- By Summer 2023 the percentage of pupils in Reception with mild to moderate delay had reduced from 23.3% to 6.6%
- By Summer the percentage of pupils in Reception with severe delay had reduced from 41.6% to 16.6%

Reception Attainment Data

School Entry Data 2021

	<i>All Pupils</i>	<i>Disadvantaged Pupils (6 pupils)</i>
On Track for a Good Level of Development	17%	33%
On track for Communication and Language	42%	33%
On track for Phonics	8.7%	0%

Validated EYFS Profile Data 2022

	<i>All Pupils</i>	<i>Disadvantaged Pupils (6 pupils)</i>
Good Level of Development	71.7%	50%
Expected in Communication and Language	88.3%	100%
Expected Standard Phonics	71%	50%

School Entry Data 2022

	<i>All Pupils</i>	<i>Disadvantaged Pupils (10 pupils)</i>
On Track for a Good Level of Development	15%	10%
On track for Communication and Language	37%	10%
On track for Phonics	5%	0%

Validated EYFS Profile Data 2023

	<i>All Pupils</i>	<i>Disadvantaged Pupils (10 pupils)</i>
Good Level of Development	64.4%	40%
Expected in Communication and Language	79.7%	70%
Expected Standard Phonics	72.9%	40%

Observations of Shared Reading across the school show regular opportunities for discussion and the application of new vocabulary in context. Year 1 Shared Reading lessons are all oracy based and in the lessons observed, children have been able to effectively articulate their understanding of both new vocabulary and the wider text by the effective use of sentence stems.

In an Oracy focused learning walk, there was a consistent use of sentence stems, talking points and both paired and small group discussions. Over 90% of classes visited during an unannounced learning walk demonstrated oracy based strategies for learning in a range of subjects.

The gap between arithmetic and reasoning remains, although attainment in reasoning has increased slightly in UKS2. This year the Maths lead has focused staff CPD around the concept of S Shape planning, which helps to break down mathematical concepts into smaller achievable steps along with a strong focus on key vocabulary and sentence stems to help children decode reasoning questions as well as articulate their responses.

Improved Phonics Outcomes

Validated Data 2022

	<i>All Pupils</i>	<i>Disadvantaged Pupils</i>
Passed	76.3%	58.8%

Validated Data 2023

	<i>All Pupils</i>	<i>Disadvantaged Pupils</i>
Passed	90%	83.3%

In 2019 83.3% of disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check which then fell to 58.8% in 2022, the continued focus on CPD and coaching for all staff delivering Phonics as well as the effective use of assessments to inform grouping and teaching resulted in 83.3% of pupils achieving the expected standard in 2023, on track to reach 90% by the end of 2024.

Improved Reading Attainment and Progress

In light of the 2023 results in Reading, this has now become a school wide focus, part of our School Development Plan and therefore part of our Pupil Premium Strategy. Reading leaders have used the DfE Reading Framework to review our approaches to reading and implement changes to the focus and structure of the lessons as well as some of the strategies used. There is clear monitoring of the bottom 20% of pupils who are at risk of reading failure and interventions are in place to support accelerated progress. Monitoring visits to all classes have shown signs of improved outcomes in lessons, these judgements have been quality assured by an external review of the school and by our

school's standards and excellence partner. We will be able to review the impact from school and national assessment data at the end of the academic year.

Improved maths attainment for disadvantaged pupils

KS1

Maths EXS+

Year	Sch Dis	Sch NonDis	Gap	Nat Gap	LA Dis	LA NonDis	Gap	Nat Gap	Nat Dis	Nat NonDis	Gap
2019	58%	83%	25%	21%	58%	75%	17%	21%	62%	79%	17%
2022	82%	80%	2%	9%	50%	69%	19%	23%	52%	73%	21%
2023	67%	75%	8%	8%	51%	72%	21%	24%	56%	75%	19%

KS1 data shows that whilst the percentage of pupils achieving the expected standard has dropped from last year, it is still higher than in 2019 and the gap between our disadvantaged pupils and non-disadvantaged pupils is closing. Compared to the national figures a greater number of our disadvantaged pupils are achieving the expected standards and therefore the gap is smaller within our school than national.

KS2

Maths EXS+

Year	Sch Dis	Sch NonDis	Gap	Nat Gap	LA Dis	LA NonDis	Gap	Nat Gap	Nat Dis	Nat NonDis	Gap
2019	67%	87%	20%	17%	64%	81%	17%	20%	67%	84%	17%
2022	81%	91%	10%	3%	51%	74%	23%	27%	56%	78%	22%
2023	58%	89%	31%	21%	53%	76%	23%	26%	59%	79%	20%

Maths Progress

Year	Sch Dis	Sch NonDis	Gap	Nat Gap	LA Dis	LA NonDis	Gap	Nat Gap	Nat Dis	Nat NonDis	Gap
2019	-1.5	0.2	1.7	1.9	-1.9	-0.5	1.4	2.3	-0.7	0.4	1.1
2022	1.4	2.5	1.1	0.9	-2.3	0.0	2.2	2.8	-1.2	0.5	1.7
2023	0.1	0.8	0.7	0.4	-1.6	0.3	1.9	2.1	-1.0	0.5	1.5

End of KS2 data for 2023 shows that disadvantaged pupils have made slightly better than expected progress with 0.1 points progress compared to the national figure of -1.0 and that the gap between the progress made by our disadvantaged and non-disadvantaged pupils is significantly less than both the local and national gap. Whilst the progress is down on the previous year of 1.4 points progress, it is reflective of the impact school closure had on the children's education in LKS2. In addition to this 10% of children in this cohort transferred into Halifax between the end of KS1 and KS2.

Improved Reading attainment for disadvantaged pupils

As a school, pupils have not made the progress we would want in Reading and this is a whole school focus for 2023-2024.

KS1

Year	Pupils	Sch Reading	LA Reading	Nat Reading
2019	60	75%	73%	75%
2022	57	72%	64%	67%
2023	58	71%	65%	68%

Reading EXS+

Year	Sch Dis	Sch NonDis	Gap	Nat Gap	LA Dis	LA NonDis	Gap	Nat Gap	Nat Dis	Nat NonDis	Gap
2019	67%	77%	10%	11%	59%	75%	16%	19%	62%	78%	16%
2022	71%	73%	2%	1%	49%	68%	19%	23%	52%	72%	20%
2023	56%	78%	22%	17%	49%	70%	21%	24%	54%	73%	19%

Whilst there is a drop in Reading attainment in KS1 in 2023, a higher percentage of our disadvantaged pupils have achieved the expected standard compared to both the local and national figures. We are confident that the work that is being put into CPD for staff on Phonics and the teaching of reading, the close monitoring of progress and small group and 1:1 interventions, will yield an improvement in results in 2024.

KS2

Year	Sch Reading Test	LA Reading Test	Nat Reading Test
2019	73%	71%	74%
2022	78%	72%	75%
2023	70%	71%	73%

Reading EXS+

Year	Sch Dis	Sch NonDis	Gap	Nat Gap	LA Dis	LA NonDis	Gap	Nat Gap	Nat Dis	Nat NonDis	Gap
2019	53%	80%	27%	25%	58%	76%	18%	20%	62%	78%	16%
2022	69%	81%	12%	11%	59%	77%	18%	21%	62%	80%	18%
2023	58%	76%	18%	20%	58%	76%	18%	20%	60%	78%	18%

Reading Progress

Year	Sch Dis	Sch NonDis	Gap	Nat Gap	LA Dis	LA NonDis	Gap	Nat Gap	Nat Dis	Nat NonDis	Gap
2019	-1.6	-0.7	0.9	1.9	-1.6	-0.4	1.20	1.9	-0.6	0.3	0.9
2022	-2.4	0.3	2.7	2.8	-1.9	0.0	2.10	2.3	-0.8	0.4	1.2
2023	-2.8	-2.7	0.1	3.2	-1.1	0.3	1.40	1.5	-0.9	0.4	1.3

Having reviewed the school's approach to reading, leaders have refined the approach to teaching reading, particularly in KS2 by restructuring sequences of lessons and focusing less on domain specific skills in favour of employing all the skills necessary to engage successfully with the text. Across the school we have been working with the children and their families to really promote and develop a love for reading. We have enhanced literature spine within school, both in terms of our class and library collections to ensure we have texts that enthuse our pupils. We have introduced termly reading recommendations for families in each year group and have held reading open afternoons for parents to come along and learn how reading is taught in school. We have also refined our reading rewards to recognise improving readers.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

Over the 2022-2023 there has been a focus on gathering pupil voice through whole school and talking assemblies and through the Quality of Education reviews which provide opportunities for the pupils to discuss their learning as well as their wellbeing. We have continued to procure the services of OM Health and Wellbeing who lead termly sessions with the pupils on developing their understanding of how to articulate their feelings and manage their wellbeing with workshops on Being Safe, Being Resilient, Being Happy. In addition to this OM Health and Wellbeing have also led staff CPD sessions focusing on wellbeing and safeguarding issues. This is reflected in how staff have recognised, recorded and responded to concerns about pupil wellbeing and mental health on CPOMS.

A survey of parents and carers in September 2023 provided the following feedback:

- 99% of parents and carers said that their children were happy at school
- 97% of parents and carers said that their children were doing well at school
- 83% of parents and carers felt that the school supported their child's wider personal development

In addition to this, we have continued to teach Social and Emotional Literacy through our PSHE programme Jigsaw, we are embarking on a school wide project to implement Zones of Regulation with our pupils and one of our existing teaching assistants completed her ELSA training and began working with children in Autumn 2023. So far,

she has worked with 6 children with positive feedback from the class teachers who have seen the skills taught in the ELSA sessions being transferred into the classroom.

To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.

- 100% of pupils have at least one parent connected to Arbor
- 98% of Reception children have at least one parents connected to Tapestry – this equates to 59/60 pupils
- 8 classes have 100% of children with at least one parent connected to Class Dojo
- 4 classes have 97% of children with at least one parent connected to Class Dojo
- This equates to 417 pupils out of 421 having a family member connected
- Robins class has 94% of children with at least one parent connected
- Bluebirds has 84% of children with at least one parent connected

A survey of parents and carers in September 2023 provided the following data:

- 95% of parents and carers felt that the school kept them informed of their child’s progress
- 99% of parents and carers said that they were aware of what their child was learning in school
- 85% of parents and carers felt that their child had opportunities to take part in extra-curricular clubs

In the Autumn term:

- 80% of disadvantaged pupils had a parent or carer attend the consultation meetings compared to 88% of all pupils
- 100% of disadvantaged pupils, who also have a special educational need, had a parent or carer attend their Individual Provision Record Review compared to 96% of all pupils with an IPR

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Annual School Absence and Persistent Absence as published in the DFE Performance Tables

	Sch %Abs	Sch %PA	LA %Abs	LA %PA	Nat %Abs	Nat %PA
2019	3.8%	7.9%	4.2%	8.3%	4.0%	8.2%
2021	2.5%	3.7%	3.6%	0.8%	3.6%	0.7%
2022	5.9%	13.6%	6.6%	18.5%	6.3%	17.7%

Whole School Attendance		
2021-2022	2022-2023	2023-2024 to date
93.7%	94.39%	95.36%

Non-disadvantaged Pupils Attendance		
2021-2022	2022-2023	2023-2024 to date
94%	94.46%	95.82%

Disadvantaged Pupils Attendance		
2021-2022	2022-2023	2023-2024 to date
93.1% (-0.9%)	93.18% (-1.28%)	93.93% (-1.89%)

Whilst we continue to see attendance figures rise in all groups, we are seeing a greater increase among our non-disadvantaged pupils thereby creating a gap with our disadvantaged pupils, which is just within our target of 2%.

We are working hard to keep the persistent absence for all pupils below national levels:

Whole School 2021	Whole School 2022	Whole School 2023
7.9% (published data DfE)	13.6% (published data DfE)	16.3% (school data)
8.2% National	17.7% National	National not yet available
Disadvantaged 2021	Disadvantaged 2021	Disadvantaged 2023
Data not available	19.6% (school data)	24% (school data)

We continue to work with families to encourage high levels of attendance, making regular calls, home visits and sending out correspondence. We have reinstated fines for term time holidays and will continue to work with the trust in our response to poor attendance.

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
Read Write Inc.	Ruth Miskin
Catch-Up Literacy	Caxton Trust
PiXL Club	The PiXL Club Ltd.

