

Pupil premium strategy statement - St. Mary's Catholic Voluntary Academy, New Mills.

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	122
Proportion (%) of pupil premium eligible pupils	23.8% (29 Pupils)
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)	2024/2025 to 2026/2027 (25/26 – 2 nd Year)
Date this statement was published	(Draft Aug 25) October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Patricia Chapman (Executive Headteacher)
Pupil Premium Lead	Mrs Jo Mallabar (Acting Head of School)
Governor / Trustee lead	Mrs Liz Green (Lead governor for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,165.00
Recovery premium funding allocation this academic year	£0
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>	£46,165.00

Part A: Pupil premium strategy plan

Statement of intent

At Saint Mary's Catholic Primary, our intention for all pupils, irrespective of background or barriers, to make excellent progress and fulfil their God given potential. We aim to create an environment in which they can experience a broad and wide-reaching curriculum, allowing them to discover and nurture their own gifts and talents, whilst also being supported in reaching their highest academic potential. The aim of this Pupil Premium strategy is to ensure our disadvantaged pupils are given every opportunity to reach this goal and be stretched and challenged to their fullest potential.

We have taken time to consider the needs and challenges of our most vulnerable pupils, such as those with additional SEND or working with social services, whilst also intending to create an environment that is supportive and inclusive for all pupils. We have developed our approach and strategy around high quality research, with particular focus on the work of Educational Endowment Foundation (EEF) which highlights the need for Quality First Teaching for all pupils, but especially those disadvantaged pupils, proving to have the greatest impact in closing the attainment gap whilst also being of great benefit to those non-disadvantaged pupils.

Our approach will be responsive to changes within our pupils, their family situations and challenges facing them. With careful use of robust diagnostic assessment, considered subject monitoring and assessment of the progress and attainment of all pupils when considering the impact of our Pupil Premium strategy against our most vulnerable pupils.

We aim to ensure that our most disadvantaged pupils are given opportunities to explore and discover their place in the wider world and the difference they can make; to present them with opportunities and experiences they would otherwise not be exposed to; to raise their expectations and self-efficacy; to provide the best learning opportunities so they can achieve highly and be prepared for the next stage in their learning journey; and to ensure that they know their responsibility as stewards to use their own skills and talents to contribute to society and make the world a better place.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils/staff, indicate that our disadvantaged pupils' underdeveloped understanding of spelling rules and language patterns, paired with underdeveloped oral language skills, is leading to additional barriers when children are writing independently.</p> <p>On entry to EYFS in 23/24, 100% of disadvantaged pupils were below expectations for reading and early literacy, with 67% still not making ARE by the end of EYFS. Of our disadvantaged pupil, 50% are working below ARE compared to the 66% of their peers working at ARE or Greater Depth.</p> <p>Teachers have identified handwriting and presentation as a notable barrier for our disadvantaged pupils across the school, with letter formation and sizing still inconsistent. Spellings and phonetical understanding is not as strong in our disadvantaged pupils compared with their peers and has a negative impact on their ability to write with greater independence. Disadvantaged pupils show less understanding, recall and application of grammar and punctuation rules taught than their peers.</p>
2	<p>Assessments, observations and discussions with pupils and staff indicate that our disadvantaged pupils generally have greater difficulties with reading fluency than their peers.</p> <p>On entry to EYFS in 23/24, 100% of disadvantaged pupils were below expectations for reading and early literacy, with 67% still not making ARE by the end of EYFS. There is a notable difference in language and vocabulary acquisition between our disadvantaged pupils in comparison with their peers, suggesting underdeveloped oral language skills and vocabulary gap amongst many disadvantaged pupils.</p> <p>Whilst the schools statutory reading assessments are consistently above the national average, there has been a decline in the % of pupils achieving ARE across the last 3 years (21/22 94%, 22/23 82%, 23/24 75%) which is mirrored in the results of our disadvantaged pupils.</p> <p>KS1 phonics screening results are consistently above national average, however of those pupils who did not achieve their PSC in 23/24 75% were disadvantaged, with segmenting and blending causing the biggest barrier to success.</p> <p>Teacher and pupil voice have shown reading fluency and pace to be a particular barrier, more so than comprehension (which is more of a significant barrier to our SEN pupils). Pupil voice identifies disengagement in school/home reading with increasing number of pupils stating they do not read at home frequently with their parents/carers.</p>
3	<p>Assessments (internal and external), along with observations and discussions with pupils and staff, show that Maths attainment and fluency recall skills are significantly below that of our non-disadvantaged pupils.</p>

	<p>In 2023/24, 47% of disadvantaged pupils did not make ARE in mathematics, compared with 28% of their peers. Teachers have identified knowledge retrieval of key fluency recall facts as a significant weakness which is further impeding their ability to apply, reason and problem solve.</p> <p>Whilst pupils reaching ARE are consistently above national average in KS2 SATs, there has been a decline in pupils working at greater depth over the past 3 years (21/22 25%, 22/23 18% and 23/24 0%).</p> <p>EYFS baseline, highlight that entry points of our pupils are lower in Maths, Literacy and Physical Development than other ELG areas, and our disadvantaged pupils are mostly arriving below age-related expectations.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils, staff and families have identified social emotional issues for many of our disadvantaged pupils. Many find emotional regulation challenging, leading to further barriers such as lack of perseverance, resilience and self-efficacy.</p> <p>These barriers can severely impact upon a child's ability to manage their cognitive workload and mental scheme and to regulate themselves emotionally when faced with challenging situations. These difficulties are notably due to external experiences such as loss of family cohesion, family discord, trauma and adverse childhood experiences, attachment, social deprivation and impact following global covid pandemic.</p> <p>School referrals for additional support</p>
5	<p>Lower attendance in our disadvantaged pupils than other pupils and a trend showing increased number of 'persistently absent' disadvantaged pupils.</p> <p>Our attendance data indicates that, over the past 3 years, attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (21/22 29% vs 15%, 22/23 37% vs 17% and 23/24 38% vs 19%) and that poor attendance is increasing, not decreasing, for all pupils.</p> <p>In 2023/24 school year, 38.2% of disadvantaged pupils have been 'persistently absent' compared to 19.5% of their peers during the same period. Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 reading attainment among disadvantaged pupils. Increased motivation and enthusiasm for reading, leading to increased practice, improved fluency and exposure to greater variety in vocabulary and culture capital in our disadvantaged pupils.	KS2 reading outcomes in 2026/27 show more than 80% of disadvantaged pupils met the expected standard
Improved spelling, punctuation and grammar attainment for disadvantaged pupils, leading to a positive impact on overall writing attainment.	KS2 writing outcomes in 2026/27 show more than 60% of disadvantaged pupils met the expected standard (taking into account specific needs of cohort, inc SEND and SEMH)
Improved maths attainment, particularly in increased fluency and recall skills, amongst our disadvantaged pupils.	KS2 maths outcomes in 2026/27 show more than 70% of disadvantaged pupils met the expected standard
To improve and sustain greater articulation in emotional literacy skills, particularly around emotional resilience and perseverance skills; along with an improving growth mindset, across all pupils but especially with our disadvantaged pupils, eventually leading to pupils ability to achieve more as they are able to challenge themselves academically and manage pressure from increased cognitive load.	Success will be measured through: <ul style="list-style-type: none">Qualitative data from pupil voice and wellbeing surveysSignificant increase in participation in enrichment activities designed to challenge resilienceQuantitative individual data from use of Boxall Profiles.Qualitative feedback from teachers, support staff and ELSA from noticeable change within the classroom.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increased attendance data for Pupil Premium pupils and reduction in the % of persistent absence across the school but especially amongst our disadvantaged pupils.

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: £ 24,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils, with teacher targeting pupils most at need, with specific focus and staff development around iterative planning; and providing regular and purposeful practice to help consolidate and remember what they have learned. Continued focus on explicit instruction and effective modelling.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. EEF/ Planning Support / High Quality Teaching	1, 2, 3
Embedding high quality explicit teaching of spellings with extensive and purposeful handwriting practice to support development of fluent writing transcription.	Recommendations - EEF - Improving Literacy Recommend that Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. Transcription refers to the physical processes of handwriting or typing, and spelling. • Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. • A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.	1, 2
Focused and explicit teaching of all new language across English and the wider	Closing the Vocabulary Gap – A. Quigley, 2018	2, 1

<p>curriculum, developing a vocab rich curriculum.</p>	<p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading. Recommendations - EEF - Improving Literacy</p>	
<p>Develop further dialogic activities and opportunities across the school curriculum to consolidate vocabulary development and support oracy skills.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impact on reading and oracy.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF Oral Language Research</p> <p>Strategies that encourage pupils to make their thinking explicit can create opportunities for pupils to recall, organise, and express their thoughts and ideas, refine their understanding, and think scientifically. There is some evidence to suggest that this is particularly beneficial for pupils from socio-economically disadvantaged backgrounds.</p> <p>Creating a collaborative learning environment with well-structured collaborative learning approaches, such as paired and small group work, offer a great opportunity for discussion during which pupils can make their thinking explicit. Collaborative learning approaches paired with well-designed tasks that integrate talk demonstrate the greatest impact Improving Primary Science guidance report Education Endowment Foundation</p>	<p>2, 1</p>
<p>Embedding of Accelerated Reader to improve engagement, enhance pupils' love of reading and support teacher reading assessment.</p>	<p>Reading offers pupils a range of experiences and opportunities to better understand themselves and the world around them (Clements & Tobin, 2021; Elliott et al, 2021) and so fostering independent reading and reading for pleasure is a key aim of our school.</p>	<p>2</p>

Phase two of training to look at use of reporting tools to support planned interventions.	Children should be encouraged to read challenging books that they enjoy and become intrinsically motivated to read because of what it has to offer them (Clark & Rumbold, 2006; McCrea, 2020)	
Continued enhancement of our Maths teaching and curriculum planning, to support further fluency opportunities, in line with the DFE and EEG guideline.	Evidence suggests that quality first maths teaching, along with a well planned and sequential curriculum, will benefit pupils, including disadvantaged the most effectively. The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.	3
Dissemination of CPD & enhanced practice from Subject leaders following completion of professional development through use of National Professional Qualification programmes in Maths and EYFS.	<u>Mathematics Guidance: Key Stage 1 & 2</u> <u>Improving Mathematics in Key Stage 2</u>	3, 2, 1, 4
Mathematics CPD training for all Teaching Assistants prior to each new topic begin taught.	Ensuring that colleagues are aware of expectations; Action planning for future development; Ensuring appropriate resources are in place to deliver a rich and challenging curriculum <u>Gov.uk - Ofsted Inspection Framework#</u>	3

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

Budgeted cost: £ 12,165.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions in EYFS and KS1 for targeted children to ensure all children keep up (inc twice daily opportunities for identified y1 pupils)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF / Teaching and Learning Toolkit / Phonics	2, 4
LKS2 phonics support for targeted pupils to support reading fluency.		2, 4
Continued development of Pupil Premium specific Teaching Assistant to support delivery of targeted 1:1 sessions for disadvantaged pupils (inc maths specialist volunteer)	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. EEF / Support for Schools / School Planning Support - Targeted Support	1, 2, 3, 4, 5
'Action Words' intervention for pupils not making sufficient progress in phonics to support development of HFW reading & spelling.	Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody. Shining a Spotlight on Reading Fluency	2, 4
Social, Emotional and Mental Health support for pupils through: - ELSA 1:1 sessions	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should	4, 5

<ul style="list-style-type: none"> - Positive Play Therapy - Outdoor Forest School Sessions 	<p>carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF / Teaching Toolkit / Social and Emotional Learning</p>	
SNIP spelling intervention support for targeted groups of KS2 pupils.	Teaching primary school pupils to write and spell quickly as well as accurately is the basis for good writing, according to a new seven-step plan to help boost reading and writing skills for seven to 11 year olds. According to the evidence summarised in the guidance report, primary school pupils' writing skills – including spelling, handwriting and typing –need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving their writing EEF - Speed and Fluency for Writing	1
Toe by toe intervention to support KS2 dyslexic pupils identified still needing support beyond phonetic decoding and encoding when word reading.		2, 1
Implementation of 'Action Words' intervention for pupils not making sufficient progress in phonics to support development of HFW reading & spelling.		
Talk Book in KS1 and KS2 to support Oracy development.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF Oral Language Research	2, 1
NELI Speech and Language Intervention to support oracy development in EYFS and Year 1.		2, 1
1:1 targeted intervention for disadvantaged pupil based on need identified by class teacher.	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p> <p>EEF / Support for Schools / School Planning Support - Targeted Support</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on developing opportunities to practice and build resilience and perseverance (inc planned taught lessons, development of growth mindset, modelling by teachers, outdoor pursuit trips, sporting competitions and other opportunities)</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>EEF / Guidance Report / Primary SEL</p> <p>Public Health England state - A number of specific social and emotional competencies have positive effects on academic achievement:</p> <ul style="list-style-type: none"> • pupils who are confident about their learning and who have a 'growth mindset'¹⁴ (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges¹⁵ • pupils who can set goals, manage stress and organise their school work achieve higher grades¹⁶ • pupils who use problem-solving skills to overcome obstacles do better academically¹⁷ <p>Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ.¹⁶</p> <p>Public Health England / DFE / The Link Between Pupil Health and Wellbeing and Attainment</p>	4, 5
<p>Whole school roll out of 'Zones of Regulation', with regulation zones within all classes, whole class taught lessons and specific and targeted interventions for pupils where needed.</p>	<p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With</p>	4, 5

	<p>explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. EEF /metacognition-and-self-regulation</p> <p>EEF / Primary Social and Emotional Learning</p>	
Continue to develop culture capital for disadvantaged pupils through careful selection of trips, wider opportunities, extra-curricular clubs and visitors to school (eg Buxton Opera House, Houses of Parliament, Lea Green, Briars, STEM career talks etc)	<p>DFE /Against the odds report.pdf</p> <p>Cornerstones Education /developing-cultural-capital-in-your-primary-school/</p>	4, 5
Embedding of principles of good practice in DFE's guidance on working together to improve attendance.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence DFE Working Together to Improve School Attendance	5
PASS & wellbeing surveys used to monitor, tracks and respond to SEMH needs of pupils.	Recommendation 2 of the EEF's Improving social and emotional learning in primary schools guidance report suggests that effective SEL can lead to learning gains of +4 months over the course of a year and improve mental health and wellbeing.	4, 5
Further development of our wellbeing library to add new books, inc wider links to British Values and books for parents to support pupils needs at home.	<p>Evidence from Reading Solutions UK suggests reading improves cognitive function, and the absorption of stories helps understand the world.</p> <p>Cambridge University[4] has linked reading for pleasure in childhood with healthier mental well-being in the teenage years. Strong engagement with reading in the early stages (ages three to nine) fuels well-being later in life. Higher reading proficiency results in a greater ability to learn as a teenager, better mental health, and more consistent sleep patterns</p> <p>How Can Reading Improve Children's Mental Health</p>	4
Embedding and refining of meet the teacher open evenings to	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to	5, 2, 3, 1, 4

<p>develop communication, establish clear expectations and support home/school relationships.</p>	<p>consider how to engage with all parents to avoid widening attainment gaps. Communication and maintaining parental engagement is crucial.</p> <p><u>EEF / Parental Engagement</u></p>	
---	---	--

Total budgeted cost: £46,165.00

Part B: Review of the previous academic year (2024/2025 – Year 1)

Outcomes for disadvantaged pupils

Over the first year of this strategy, 2024/2025, the school has been focusing on the key intended outcomes to support challenges identified. An additional staff member was employed to work as an 'Acorn Champion', working with our disadvantaged pupils in targeted 1:1 or small group sessions with planned, targeted activities to support closing the gaps. The school's Y6 statutory data reflects a cohort with 50% SEN/SEMH needs and added ongoing impacts of the COVID-19 pandemic, which affected pupils differently.

Progress in year one against intended outcomes is as follow:

Improved reading attainment among disadvantaged pupils.

Increased motivation and enthusiasm for reading, leading to increased practice, improved fluency and exposure to greater variety in vocabulary and culture capital in our disadvantaged pupils: Implementation of Accelerated Reading from Year 2 onwards has impacted pupil motivation and enthusiasm, resulting in increased practice and exposure to a wider variety of texts. 70% of parents noticed a positive change in their child's reading habits with 0% noting any negative impact (30% noted their child already loved reading and continued to do so). Parents noted 'it has made it much easier to engage my reluctant reader', 'we have definitely seen a change in his enthusiasm to read' and 'it has been so nice to see her excited to pick out her books and tell us about the quiz'.

Key vocabulary is identified on MTPs for all subjects and is displayed on working walls within the classroom. During lessons, key vocab is explicitly taught during lessons and revisited during rocket recaps. Language increased focus during English lessons and guided reading sessions. Oracy practice that is purposeful and planned implemented during lessons, with further oracy and vocabulary development as focus in year 2 of strategy.

KS2 data shows 90% of Y6 pupils achieving expected or above. National result 75%.

Improved spelling, punctuation and grammar attainment for disadvantaged pupils, leading to a positive impact on overall writing attainment: Improved quality of spelling teaching across KS2. Implementation of new spelling resources to support delivery of spelling patterns trialled and 100% of teachers noted they supported the pupils in understanding the rules and delivery of spelling lesson. Year two will see embedding and mapping of new resources and monitoring. Progress matrix for GPS shows -0.1 progress, however historic input of data has shown combined GPS in some classes and split spelling & GP in others. In 25/26 staff will include both results in all classes so that Spelling and GP can be tracked separately.

Increased practice of grammar and punctuation in fluency Friday and KS1 stripped back curriculum to support focus of non-negotiables.



To improve and sustain greater articulation in emotional literacy skills, particularly around emotional resilience and perseverance skills; along with an improving growth mindset, across all pupils but especially with our disadvantaged pupils, eventually leading to pupils ability to achieve more as they are able to challenge themselves academically and manage pressure from increased cognitive load: Planned opportunities within lessons to support pupils growth mindset and building perseverance and resilience. Staff noted pupils are showing some progress and are continuing to work on oracy and articulation of emotional literacy. ELSA has supported those pupils who need more targeted support and has implemented 'talk time' for pupils not current in ELSA sessions, so they can have drop-ins. Teachers and TAs using daily drop ins where needed. 76% of pupils state they know how to be a good learner and when asked about the best thing about St Mary's, some pupils stated 'the teachers and how inclusive it is', 'that I can always count on my friends', 'the staff are kind and the children are respectful', 'The best things about this school are the teachers and the people around me. They will always make me feel confident when I think I can't do it and support me through the good things. Also the inclusiveness of the school rules, virtues and CST values are all impacted in our daily lives at this school.' (Pupil Wellbeing Survey SRS Pen2 2025).

Whole school implementation of Zones of Regulation from Sept 2025 to support further development along with further oracy development within the classroom.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils : Over 24/25, attendance information and advice has been shared weekly with families on school newsletter, including highlighting the impact in 'hours of lost learning' that days, weeks etc have. Attendance data has been shared at parent consultations, including highlighting pupils that are 'at risk' of falling below expectations. Parents are invited to meeting with class teacher where attendance becomes problematic and then formalised letters inviting parents to meet with headteacher where there is no improvement seen. Guidelines around holidays from DCC/SRS are adhered to in order to support improved attendance overall.

There has been improved attendance for all pupils since 23/24 from 96.2% to 97.9%, including a slight increase in pupil premium pupils from 94.5% to 94.7%.

Persistent absence in disadvantaged pupils has decreased from 15% in 23/24 to 11.7% in 24/25, as well as all pupils from 13.5% to 6.8%. Continued focus will remain to improve attendance data of our disadvantaged pupils to bring them inline with our school target and other non-disadvantaged pupils.

6. PUPIL ATTENDANCE:

(Year 1 - Year 6 only)	School Target - Attendance Rate:		96%	School Target - Persistent Absence Rate:		10.0%		
	2022-23		2023-24		2024-25			
	National 18-19 (3 terms)	Whole year 22-23	National 18-19 (3 terms)	Whole year 23-24	National (indicative picture) for Sept - end of November (taken from the DfE and FFT)	Sept - end of Advent	Sept - end of Lent	Whole year
	% Attendance Rate for Yr1 - Yr6	96.0%	96.20%	96.0%	96.20%	95.3%	96.10%	96.30%
% Attendance Rate: PP Yr1 - Yr6	94.4%	96.50%	94.4%	94.50%	N/A	94.80%	94.80%	94.70%
% Attendance Rate: SEND (EHCP) / (K) Yr1 - Yr6	93.0% / 94.6%	95.7% / 95.1%	93.0% / 94.6%	94% / 93.7%	N/A	EHCP 96% / 94.1% K	93.6% / 93.7%	94% / 93%
% Persistent Absence Rate (<90%) Yr1 - Yr6	8.2%	11.20%	8.2%	13.50%	17.7%	8.80%	9.70%	6.80%
% Persistent Absence: PP Yr1 - Yr6	16.1%	6.50%	16.1%	15.00%	N/A	18.80%	17.60%	11.70%
% Persistent Absence: SEND (EHCP) / (K) Yr1 - Yr6	19.8% / 14.2%	88.5% / 0%	19.8% / 14.2%	/17%	EHCP 0% / 20% K	0% / 19%	k-8.8% / EHCP 2.9%	

--

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

Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils