

Pupil premium strategy statement

School overview

Metric	Data
School name	Eastfield Primary Academy
Pupils in school	175 (Y1 to Y6)
Proportion of disadvantaged pupils	75 / 43%
Pupil premium allocation this academic year	£109,097
Academic year or years covered by statement	2024/25
Publish date	September 2025
Review date	December 2025
Statement authorised by	Kerry Thompson
Pupil premium lead	Kerry Thompson
Governor lead	AIC

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	tbc
Writing	tbc
Maths	tbc

The statement will be updated again, when national data is released via the ASP.

Strategy aims for disadvantaged pupils

Measure		Score																																
Meeting expected standard at KS2		54%																																
Achieving high standard at KS2		15%																																
Measure	Activity																																	
Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. <table><tr><td>Sept. 2025</td><td>Disadv.</td><td>Disadv + SEN</td><td>%</td></tr><tr><td>Y1</td><td>11</td><td>3</td><td>27%</td></tr><tr><td>Y2</td><td>11</td><td>3</td><td>27%</td></tr><tr><td>Y3</td><td>13</td><td>4</td><td>31%</td></tr><tr><td>Y4</td><td>8</td><td>0</td><td>0%</td></tr><tr><td>Y5</td><td>15</td><td>2</td><td>14%</td></tr><tr><td>Y6</td><td>18</td><td>2</td><td>11%</td></tr><tr><td></td><td>76</td><td>14</td><td>18%</td></tr></table> 18% of disadvantaged children, Y1 to Y6 are also identified as having an SEN need	Sept. 2025	Disadv.	Disadv + SEN	%	Y1	11	3	27%	Y2	11	3	27%	Y3	13	4	31%	Y4	8	0	0%	Y5	15	2	14%	Y6	18	2	11%		76	14	18%	• All interventions - these have a clear baseline & exit measure; progress can be measured, impact evaluated & effectiveness reviewed. • Yorkshire & Humber Maths Hub – continue to be part of Teaching for Mastery group to support attainment in Maths school-wide & staff development. • Witham St Hughs English Hub – continue to access training & resources to continue to support the development & attainment of Phonics, Reading & Writing school-wide • Reading, Writing & Maths Strategies – these are taught consistently across the school & expectations are high for all children; rigorous monitoring through book scrutinies, staff discussion & pupil voice show that pupils are making expected progress as a minimum. • Phonics – continue to use Little Wandle Letters & Sounds; half termly assessments measure progress, interventions identified, impact evaluated & reviewed. • Reading – continue to use Reading Plus to support the acquisition of reading fluency & comprehension skills across KS2. • SPaG – embed Grammarsaurus’, ‘The Place Value of Punctuation & Grammar’ to support the teaching of SPaG across the school from Y1 to Y6; clear & concise framework to follow. • SPaG – continue with a daily 5-minute recap to provide consolidation; monitoring will show that year group expectations (& previous learning) is being used in pupil’s writing across a range of subjects. • SCODE – embed this spelling strategy to support the teaching of spelling from Y2 to Y6; this strategy follows on from the Little Wandle Letters & Sounds phonic strategy. • Oracy – embed ‘Voice 21’ to support children’s oracy alongside Kagan structures; to further develop children’s ability to articulate ideas, develop understanding & engage with others through spoken language & listening. • Maths – embed ‘First4Maths’; to support teacher subject knowledge, to develop both teacher & children’s confidence with maths, identify children’s gaps in learning & support these being closed. • Multiplication Tables – embed ‘Multiplication Strategy’ from Reception to Y6 & continue to track attainment on a termly basis from Y1 to Y6; monitoring will show that pupils are using their tables knowledge to support & deepen their Maths learning. • Metacognition – a two-year piece of work has been commissioned with ‘Thinking Matters’ to develop a consistent approach to using metacognition school-wide. • NFER Tests – embed the use of these to support identifying gaps in learning & to support accurate teacher assessment.	
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Y6	18	2	11%																															
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	• Year Group Spreadsheets – introduce these; the spreadsheets have been developed with Subject Leads to support the monitoring & tracking of data across all subject areas, supporting teachers to identify those children who are not making expected progress & to provide swift intervention. • iPads – children in KS1 & KS2 are allocated an iPad on an individual basis to support learning; iPads are used in a variety of different ways to support learning – access to learning platforms & Apps, as a recording device using specified Apps to support with this, as a ‘reasonable adjustment’ etc.																				
Barriers to learning these priorities address	- Interventions are specific & precise, and the impact & efficacy is measured to ensure that interventions are meeting the needs of our pupils reducing attainment gaps. - Engagement with the English & Maths Hubs, First4Maths to support staff development & training. - Reading, Writing & Maths strategies are consistently used across the academy; all pupils are challenged, reducing attainment gaps. - Basic skills are consistently revisited & insisted upon for all; expectations are high, reducing attainment gaps. - A variety of strategies are in place to support collaborative learning reducing attainment gaps & supporting the development of pupil voice. - A variety of strategies are in place to support pupils to remember the taught curriculum reducing attainment gaps & supporting the development of pupil voice. - Metacognition is supporting children to be able to talk about the ways in which they learn & to support them to be able to choose a strategy to support their learning.																				
Projected spending	<table><tr><td></td><td>£</td></tr><tr><td>Reading Plus (88%)</td><td>1,870.00</td></tr><tr><td>Scode (88%)</td><td>845.00</td></tr><tr><td>First4Maths (88%)</td><td>880.00</td></tr><tr><td>Metacognition (88%)</td><td>6,600.00</td></tr><tr><td>NFER Baseline Tests (88%)</td><td>684.00</td></tr><tr><td>Subscriptions to support teaching & learning (88%)</td><td>6,552.00</td></tr><tr><td>iPads (88%)</td><td>18,293.00</td></tr><tr><td>Delivery of intervention (funding towards TA support)</td><td>32,000.00</td></tr><tr><td>Total Projected Spend</td><td>67,724.00</td></tr></table>		£	Reading Plus (88%)	1,870.00	Scode (88%)	845.00	First4Maths (88%)	880.00	Metacognition (88%)	6,600.00	NFER Baseline Tests (88%)	684.00	Subscriptions to support teaching & learning (88%)	6,552.00	iPads (88%)	18,293.00	Delivery of intervention (funding towards TA support)	32,000.00	Total Projected Spend	67,724.00
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Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	- All children in the key milestone year groups will achieve, at least, expected progress. - In Year 6, at least 65% will achieve EXS in the end of Key Stage tests.	July 2026
Progress and attainment in Writing	- All children in the key milestone year groups will achieve, at least, expected progress. - In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.	July 2026
Progress and attainment in Mathematics	- All children in the key milestone year groups will achieve, at least, expected progress. - In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.	July 2026
Phonics	- 90% of children in Year 1 will pass the Phonics Screen Check in 2026	Summer 2026

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	• All interventions: - these have a clear baseline & exit measure - progress is measured, impact evaluated & effectiveness reviewed at Pupil Progress Mtgs • Maths: - continue to be part of Teaching Hub to support attainment in Maths school-wide & staff development - embed strategies from First4Maths to further develop our Maths strategy & access staff CPD - review Maths Strategy as part of this work - this is part of our AIP work; <i>MATHS: How do we ensure that children are being challenged to retrieve their maths knowledge on a regular basis & use this knowledge across all areas of maths?</i> - use the 'case study' methodology to track the progress and attainment of individual children's learning journeys to ensure learning is matched to need - Maths Leader to provide CPD, coaching & mentoring • Phonics: - continue to access training & resources to support the development & attainment of Phonics, Reading & Writing school-wide - English Leader to be released to monitor the quality of teaching and learning of phonics across EY and KS1 - English Leader to provide CPD, coaching & mentoring - Pupil Progress Meetings highlight the provision for PP children and targets - Half termly assessments undertaken to track attainment & progress - Interventions identified, impact evaluated & reviewed • Reading, Writing & Maths strategies: - these have been developed using EFF materials - these are taught consistently across the school & expectations are high for all children - rigorous monitoring through book scrutinies, staff discussion & pupil voice show that pupils are making expected progress as a minimum - Reading Plus; tracks & assesses children's progress & attainment – this is reviewed on a weekly basis by staff - NFER tests; track progress & attainment in Maths & SPaG across KS2 on a termly basis supporting teacher judgements - Subject Leads to provide CPD, coaching & mentoring • Reading Plus: - pupils in KS2 continue to access 3 sessions per week to support reading fluency & the acquisition of comprehension skills • Writing: - genre progression grid in place from Y1 to Y6 - expectations in writing are consistent across the academy - monitoring shows that pupils are making expected progress as a minimum - Pupil Progress Meetings highlight the provision for PP children and targets - Subject Lead to provide CPD, coaching & mentoring

	• SPAG: - daily 5-minute recap to provide consolidation - embed Grammarsaurus, 'The Place Value of Punctuation & Grammar' to support staff subject knowledge & the systematic teaching of SpG across KS1 & KS2 - monitoring will show that year group expectations (& previous learning) is being used in pupil's writing across a range of subjects - pupils are making expected progress - Subject Lead to provide CPD, coaching & mentoring • SCORE - embed this spelling strategy to support the teaching of spelling from Y2 to Y6; this strategy follows on from the Little Wandle Letters & Sounds phonic strategy - 4 x 20 min spelling sessions per week for Years 2 & 3, and 3 x 20 min spelling sessions per week for Years 4, 5 & 6. It is a progressive format following National Curriculum expectations. - Half termly assessments, follow on from a baseline assessment at the start of the academic year • Multiplication Tables: - continue tracking of attainment on a termly basis from Y1 to Y6 - embed the 'Multiplication Strategy' from Reception to Y6; expectations are clear regarding strategies to be used & teaching-time allocated (part of AIP work) - monitoring will show that pupils are using their tables knowledge to support & deepen their Maths learning - Pupil Progress Meetings highlight the provision for PP children and targets • Metacognition: - two training days across the year with the Thinking Matters consultant - staff in-school identified as the Drive Team, to facilitate the work around embedding this into everyday practice - this is part of our AIP work; <i>METACOGNITION: How do we weave metacognition into our practice?</i> • Voice 21: - ongoing training across the year & Voice 21 consultant day in-school to support delivery - staff in-school identified as the Drive Team to facilitate work around embedding this into everyday practice - this is part of our AIP work: <i>ORACY: How do we weave oracy into all areas of the curriculum to enable children to confidently articulate their learning?</i>
Barriers to learning these priorities address	- Interventions are specific & precise, and the impact & efficacy is measured to ensure that interventions are meeting the needs of our pupils reducing attainment gaps. - Engagement with the English & Maths Hubs, First4Maths to support staff development & training. - Reading, Writing & Maths strategies are consistently used across the academy; all pupils are challenged, reducing attainment gaps. - Basic skills are consistently revisited & insisted upon for all; expectations are high, reducing attainment gaps. - A variety of strategies are in place to support collaborative learning reducing attainment gaps & supporting the development of pupil voice. - A variety of strategies are in place to support pupils to remember the taught curriculum reducing attainment gaps & supporting the development of pupil voice. - Metacognition is supporting children to be able to talk about the ways in which they learn & to support them to be able to choose a strategy to

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Projected spending		£
	Reading Plus (88%)	1,870.00
	Scode (88%)	845.00
	First4Maths (88%)	880.00
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	Delivery of intervention (funding towards TA support)	32,000.00
	Total Projected Spend	67,724.00

Wider strategies for current academic year

Measure	Activity		
Priority 1 Targeted social and emotional support	- Children identified by the Child Protection Officer and the safeguarding team are signposted for additional support – either through our Child Protection Officer or Pastoral Lead. - Monitoring the attendance of all children and first day absences are investigated and challenged by the Child Protection/Education Welfare Officer. - Strong pastoral support from the Child Protection Officer and working with external agencies to ensure the whole family needs are met. - Commissioning of therapeutic support from Fortis Therapy – 2 children are identified for 1 hr weekly sessions, length of input determined by need. - Targeted therapeutic support from our Pastoral Lead.		
Priority 2 To support social and emotional well-being	- Embed OPAL; Outdoor Play and Learning Programme to develop the play opportunities that our pupils have access to at both break time and lunchtime to support pupil's play & well-being. - Continue to develop the outside area to provide a range of 'play' opportunities for our children to access across the year. - Staff training to develop staff skills to promote 'play'. - Pupils develop creativity, imagination, cooperation, resilience, stamina & confidence & are ready for learning.		
Priority 3 To enhance children's cultural capital by providing a breadth of experiences	- The Curriculum Leader has sequenced an enrichment calendar for all year groups and implemented opportunities for cultural development. - To provide music tuition for Y4 to Y6 from the LA Music Service (MAPAS). - To allow pupils partake in visits, both virtually, in school and out of school, which build on skills and knowledge. - To support families in funding school trips.		
Priority 4 To improve attendance of all pupils, including those disadvantaged, to enable good progress.	- Identify those children whom are persistently absent from school and the Attendance Officer to support these families. - Attendance Officer to challenge families whom regularly do not attend school.		
Priority 5 To support dental hygiene within school	- Eastfield is registered with Teeth Team, a non-profit organisation based in Hull - Teeth Team takes dental education directly to children by going into local primary schools. They help schools teach children about healthy diets and dental hygiene, such as brushing and flossing, and they also apply a fluoride varnish to protect children's teeth against decay. - To support this, children are given a toothbrush 3x per year & toothpaste; children clean their teeth in school on a daily basis.		
Barriers to learning these priorities address	- Poor attendance due to legacy of Covid-19 - Attendance of disadvantaged persistent absentees. - Highly vulnerable families. - Poor dental hygiene.		
Projected spending		£	
	Attendance Officer (50%)	15,620.00	
	After-School Club	2,450.00	
	Fortis Therapy	4,440.00	
	OPAL	5,000.00	
	Music Tuition	3,500.00	
	Wider Curriculum Enrichment	3,000.00	
	Phase Budget	6,000.00	
	Teeth Team	1,100.00	
	Total Projected Spend	41,110.00	

		£108,834.00	
	TOTAL PROJECTED SPEND		
	SURPLUS FOR THE ACADEMIC YEAR	£263.00	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	- Professional Development opportunities are sourced from the Maths & English Hubs - Professional Development opportunities linked to First4Maths, Metacognition & Oracy 21 - To ensure that there is a consistent approach school-wide in the teaching of Phonics, Reading, Writing & Maths - To ensure CPD is in place to support the implementation of strategies to support pupils to remember.	- Use of staff meeting time. - Subject leads are released to monitor the quality of education and assessment and intervene where necessary.
Targeted support	New staff	- Staff CPD & support - Interventions have a clear baseline & exit measure - Intervention impact evaluated & effectiveness reviewed at Pupil Progress Mtgs
Wider strategies	- Engaging with 'hard to reach' families to improve attendance. - Engaging with families identified in needing support. - Rising energy costs.	Working closely with the children's services and the family hubs to ensure our families receive the necessary support in a timely fashion.

Review: last year's aims and outcomes

Aim	Outcome																																																																																																				
TARGETED ACADEMIC SUPPORT:																																																																																																					
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Pupil Premium – 13ch							
Reading		Writing		Maths		RWM	
EPA	NAT	EPA	NAT	EPA	NAT	EPA	NAT
69%	%	62%	%	62%	%	54%	%
23%	%	15%	%	23%	%	15%	%

RWM Combined – July 2024						
	PP	PP + SEN		Achieving RWM		
		No.	%	No.	%	
Y1	11	3	27%	3	27%	- PP cohort increased by 1 child in the autumn term. - 3 children achieved RWM overall; 4 children achieved GLD. - 0 days learning lost due to term-time leave. - 3 children being monitored & supported with attendance below 95%.
Y2	13	4	100%	6	46%	- PP cohort has changed; 1 child admitted & then left, 1 child left & 1 child was admitted. - 6 children achieved RWM overall; 3 children achieved GLD in this PP cohort. - 12 days learning lost due to term-time leave (2 children). - 6 children being monitored & supported with attendance below 95%.
Y3	8	0	0%	4	50%	- PP cohort has changed; 1 child arrived at the start of the year. - 4 children achieved RWM overall; 5 children achieved GLD. - 21 days learning lost due to term-time leave (4 children). - 2 children being monitored & supported with attendance below 95%.
Y4	15	3	20%	4	63%	- PP cohort has changed; 1 child admitted at the end of the year. - 4 children achieved RWM overall; 6 achieved RWM at KS1. - 16 days learning lost due to term-time leave (5 children). - 5 children being monitored & supported with attendance below 95%.
Y5	18	2	12%	4	40%	- PP cohort has changed; 1 child left. - 7 children achieved RWM overall; 8 achieved RWM at KS1. - 24 days learning lost due to term-time leave (6 children). - 5 children being monitored & supported with attendance below 95%.
Y6	12	4	33%	7	54%	- PP cohort has changed; 2 children admitted & 1 child left - 7 children achieved RWM in KS2 SATs; 5 achieved RWM at KS1. - 31 days learning lost due to term-time leave (4 children). - 4 children being monitored & supported with attendance below 95%.

	<table><tr><td>Overall</td><td></td><td></td><td></td><td></td><td></td><td>- 45% of children who are PP & not SEND, achieved RWM. - 21 PP children requested term-time leave, 104 days of lost learning. - 25 PP children being monitored & supported with attendance below 95%.</td></tr><tr><td></td><td>77 chn</td><td>15 chn</td><td>19%</td><td>28 chn</td><td>36%</td><td></td></tr></table>	Overall						- 45% of children who are PP & not SEND, achieved RWM. - 21 PP children requested term-time leave, 104 days of lost learning. - 25 PP children being monitored & supported with attendance below 95%.		77 chn	15 chn	19%	28 chn	36%	
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<i>N.B. national comparative data is for 2023/2024 – data for 2024/2025 is not currently available.</i> Early Years: ✓ 36% of PP children achieved GLD compared to 51.5% nationally; difference to national is -15.5%; <i>this is a difference of 2 children</i> Y1 Phonic Screening Check: ✓ 64% of PP children passed the Phonics Screen Check vs 68% nationally; difference to national is - 4%; <i>this is a difference of 0 children.</i> Y6 – KS2 Data: Reading: ✓ 69% of PP children achieved EXS in reading at the end of KS2 vs 80% nationally; difference to national -11% – <i>this is a difference of 1 child.</i> ✓ 23% of PP children achieved GDS in reading at the end of KS2 vs 33% nationally; difference to national 10%. Writing: ✓ 62% of PP children achieved EXS in writing at the end of KS2 vs 78% nationally; difference to national - 16% – <i>this is a difference of 2 children.</i> ✓ 15% of PP children achieved GDS in reading at the end of KS2 vs 16% nationally; difference to national 1%. Maths: ✓ 62% of PP children achieved EXS in maths at the end of KS2 vs 79% nationally; difference to national -17% – <i>this is a difference of 2 children.</i> ✓ 23% of PP children achieved GDS in maths at the end of KS2 vs 29% nationally; difference to national - 6% – <i>this is a difference of 1 child.</i> RWM combined: ✓ 54% of PP children achieved at least EXS at the end of KS2 vs 67% nationally; difference to national - 13% – <i>this is a difference of 2 children.</i> ✓ 15% of PP children achieved GDS at the end of KS2 vs 10% nationally; difference to national + 5% – <i>this is a difference of 1 child.</i>															
WIDER STRATEGIES:															
Priority 1: Targeted social and emotional support	✓ Children identified by the CP officer and the safeguarding team are signposted for additional support – either through our CP officer or pastoral manager. – <i>this has been actioned across the academic year.</i> ✓ Monitoring the attendance of all children and first day absences are investigated and challenged by the CP officer. – <i>this has been actioned across the academic year.</i> ✓ Strong pastoral support from the CP officer and working with external agencies to ensure the whole family needs are met – <i>this has been actioned across the year:</i> • Fortis Therapy – commissioned by Eastfield • Compass-Go – LA service • Applied Psychologies – this is our Educational Psychologist provider. • School Nursing Team. • ELT's SEMH Collaborative • Request Alternative Provision (LA mechanism)														

Priority 2: To enhance children’s cultural capital by providing a breadth of experiences	Clubs: <u>AUTUMN 2024:</u> ➤ Breakfast Club ➤ Football Y5/6 Club ➤ Football Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Computing Club ➤ Rock Steady Music sessions		Enrichment Opportunities: <u>AUTUMN 2024:</u> ➤ Y6 Bikeability ➤ Reception Bikeability ➤ Y6 Residential Visit to Whitby ➤ STEM Maths sessions ➤ Lab Rascals working with EYFS. ➤ Forest Schools: Stone Age experience with Y3 ➤ 'Hands on History' visit: Stone Age with Y3 ➤ Y5/6 Debate Mate - debating Club; 10 debating sessions with a mentor, culminating in a competition ➤ Magic Carpet Theatre Performance to whole school ➤ Smoking & Vaping Workshop with School Nursing Team: Y6 ➤ Teeth Team: dental review & check: Nursery to Y6 ➤ OPAL provision at break/lunch times ➤ Halloween Disco ➤ Commissioned Fortis Therapy session: 2 x 60min/week ➤ Focused SEMH groups ➤ Targeted Forest Schools Intervention ➤ Sensory Circuits					
	<u>SPRING 2025:</u> ➤ Breakfast Club ➤ Football Y5/6 Club ➤ Football Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Rounders Y1/2 Club ➤ Arrows Archery Club ➤ Y3 Taiko Drumming sessions ➤ Rock Steady Music sessions		<u>SPRING 2025:</u> ➤ Y5 Swimming ➤ Y1 trip to Hull Museums ➤ Forest School session with Y2: Pilgrim Fathers ➤ Y4 Pizza making with Chefs ➤ Y4 Dodgeball competition ➤ Y5/6 Sports Hall Athletics competition ➤ Y3/4 Girls Football competition ➤ OPAL - up & running at lunchtimes for all children to access ➤ Fortis Therapy x 2 children supported ➤ Targeted Forest Schools Intervention ➤ Sensory Circuits					
	<u>SUMMER 2025:</u> ➤ Breakfast Club ➤ Football Y5/6 Club ➤ Football Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Rounders Y1/2 Club ➤ Arrows Archery Club ➤ Rock Steady Music sessions		<u>SUMMER 2025:</u> ➤ Y5/6 Girls Cricket Festival ➤ Y4 Quad Kids Athletics competition ➤ Y6 Mixed Cricket competition ➤ Y6 Quad Kids Athletics competition ➤ Muddy Warrior - whole school ➤ Y5 Mixed Cricket competition ➤ EY Play Avenue Visit ➤ Y5 Yorkshire Wildlife Visit ➤ Y2/6 Virtual STEM Project ➤ Teeth Team: dental check & fluoride administered ➤ OPAL - up & running at lunchtimes for all children to access ➤ Fortis Therapy x 2 children supported ➤ Targeted Forest Schools Intervention ➤ Sensory Circuits					

Priority 3: To improve the attendance of all pupils, including those disadvantaged, to enable good progress			21/22		22/23		23/24		24/25	
			Overall	PA	Overall	PA	Overall	PA	Overall	PA
	All Pupils	94.2%	12.9%	94.7%	11.4%	94.7%	15.8%			
	Disadvantaged	93.4%	18.5%	93.3%	17.1%	94.2%	19.2%			
	Difference	-0.8%	-5.6%	-1.4%	-5.7	-0.5%	-3.4%			

Holidays taken during term time increased 23/24:

	23/24 PP cohort	% of PP Requested Leave	Lost Learning	24/25 % of PP	% of PP Requested Leave	Lost Learning
Year 1	12 chn	17%	19 days	11 chn	0%	0 days
Year 2	6 chn	50%	11.5 days	13 chn	13%	12 days
Year 3	14 chn	29%	25.5 days	8 chn	50%	21 days
Year 4	16 chn	25%	26 days	15 PP chn	33%	16 days
Year 5	10 chn	30%	21 days	18 PP chn	33%	24 days
Year 6	11 chn	0%	0 days	11 PP chn	36%	31 days

- 2023/2024 – 23% of PP children requested leave during term-time. 16 children, 103 days of lost learning, equivalent to 54% of an academic year absent.

	- 2024/2025 – 28% of PP children requested leave during term-time. 21 children, 104 days of lost learning, equivalent to 55% of an academic year absent. - We adhere strictly to our Attendance Policy. Penalty Notices may be issued, and legal proceedings initiated where necessary. Leave requests are only authorised if they meet our criteria for exceptional circumstances. Consequently, most leave requests are for fewer than five days to avoid incurring a Penalty Notice.