

Pupil premium strategy statement – Meynell Primary School, Sheffield

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	382 (FS2-Y6)
Proportion (%) of pupil premium eligible pupils	69.6%
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)	2024/25-2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025 / September 2025
Statement authorised by	Vikki Garratt
Pupil premium lead	Gemma Smith
Governor / Trustee lead	Andrew Hards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,680
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>	£393,680

Part A: Pupil premium strategy plan

Statement of intent

We believe every stakeholder in our school should feel a true sense of belonging in our Meynell family. Every child should have the opportunities to flourish academically, socially and emotionally and as a school we provide the modelling, support and challenge for all children to feel success.

Our intention is that all pupils, irrespective of their background or challenges, are given the best possible chance to maximise their potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. The highest possible standards can only be achieved by having the highest expectations of all learners.

Our expectation at Meynell Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting lifelong learners. The approaches we have adopted complement each other to help pupils to excel.

We aim to:

- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally. (ensuring they make good progress from relative starting points)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Enable pupils to look after their social, mental and emotional well-being and to develop resilience.
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world.
- Enable pupils to build increasing levels of independence by increasing levels of attendance and enhancing parental engagement.

The key principles of our strategy plan are;

- All pupils, irrespective of background or the challenges they face, become strong readers.
- All stakeholders work together to provide challenge, model expectations and raise aspirations.
- Ensure teaching and learning pedagogy is rooted in the most up-to-date research and ensures children become interested and life-long learners.

- Ensure all children have the opportunity to develop the skills needed for the world of work.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress of disadvantaged pupils is below national and a gap is evident between these pupils and their peers. This gap needs to close across school at all milestone points through the Quality of Education offered
2	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Nursery and EYFS and through school to KS2.
3	Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.
4	Our observations indicate that some disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging learning tasks.
5	Many PP children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital)
6	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.

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
Attainment and progress of disadvantaged pupils is below national and a gap is evident between these pupils and their peers. This gap needs to close across school at all milestone points through the Quality of Education offered	<ul style="list-style-type: none"> ✓ Progress of disadvantaged children from their starting points, is accelerated when compared with their non-disadvantaged peers, in Reading, Writing and Maths. ✓ Disadvantaged children will make above average progress compared with schools with a similar deprivation level ✓ Disadvantaged children at our school will be above the average attainment score for schools with similar deprivation levels

	<ul style="list-style-type: none"> ✓ Planning of the curriculum is ambitious and designed to give all children the knowledge and skills they need to succeed in life
Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Nursery and EYFS and through school to KS2.	<ul style="list-style-type: none"> ✓ Internal school tracking shows an increased and sustained range of vocabulary used by children in their spoken and written English learning ✓ The number of children receiving intervention support from S&L specialist declining in KS2 unless specialist support for DLD children
Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.	<ul style="list-style-type: none"> ✓ Internal data shows that the gap between disadvantaged and non-disadvantaged children closes ✓ External PSC checks are in line with disadvantaged attainment of schools in similar deprivation levels
Many PP children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital)	<ul style="list-style-type: none"> ✓ Planned curriculum considers experiences of our school community and teachers and leaders plan experiences accordingly to bring the curriculum to life ✓ Children's University is used to promote extra-curricular activities ✓ A wide range of extra-curricular activities and after school clubs provide opportunities for all children
Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.	<ul style="list-style-type: none"> ✓ Attendance for disadvantaged children improves compared to previous data and throughout the year ✓ Punctuality of disadvantaged children improves compared to previous data and throughout the year

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: £158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership in class support/coaching and intervention	The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. Having experienced leaders coaching and offering in class support will be the best way to ensure our teaching is of the highest level and our teachers feel supported.	1, 2
Leadership of curriculum areas improves through support/coaching and intervention	The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. Having experienced SLT leaders coaching and guiding subject leaders, who in turn then offer in class support for curriculum implementation will be the best way to ensure our teaching across the wider curriculum subjects is of the highest level and our teachers feel supported and confident to deliver our school curriculum.	1,2
Tailored CPD with a focus on consistency and accuracy of diagnostic AFL strategies	The Embedding Formative Assessment programme has been proven to accelerate progress by 2 months (EEF toolkit). It also targets a key area for development identified within our school.	1,2, 3
Purchase appropriate texts for PP children as part of the whole school reading curriculum	We do not believe that all PP children at our school have access to high quality, age appropriate texts at home. We want to ensure that all our pupils have the opportunity to access these texts. The "Building an Outstanding Reading School" document outlines many reasons why broadening the range of texts children have access to, and building a love of reading, will have a positive impact on the progress, attainment and life choices of our pupils.	1,3
Teachers and support staff acquire professional understanding and skills in order to develop and plan	Language provides the foundation of thinking and our high-quality interactions are vital when adults are modelling effective language. Adults in school use a	1,2,3

for maximising communication and language	<p>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.</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1, Improving literacy in KS2</p> <p>Voice 21 – Oracy project</p>	
Teachers and support staff plan to develop wider understanding of language	<p>Collaborative activities are planned that provide opportunities to learn/hear language often and plan for wider opportunities through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1, Improving literacy in KS2</p> <p>Alex Quigley – Closing the [vocabulary] Gap</p>	1,2,5
Teachers and support staff acquire the professional understanding and skills to develop pupils’ phonological knowledge through a consistent approach and fidelity to our chosen programme	<p>Working alongside RWI consultants, we ensure great and consistent teaching of phonics is vital in order to improve outcomes for our pupils. Having experienced leaders coaching and offering daily class support is the best way to ensure our teaching is of the highest level and our teachers feel supported. Ensuring our coach is continually coached by the RWI consultant throughout the year ensures teaching is of the highest standard.</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1</p> <p>Ofsted - Education inspection framework</p> <p>Overview of research</p>	1,2,3,5
Teachers and support staff acquire the professional understanding and skills to develop pupils’ self-regulation strategies through our embedded culture, our consistent implementation of our policy in school and a well-chosen curriculum	<p>Senior leaders support all staff in school to fully understand children’s brain and emotional development through our fidelity to the Thrive approach used in school. CPD and regular support when completing assessments ensure children who are the most complex are understood and receive the support they need.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p> <p>Thrive impact research papers</p>	4
Leaders and teachers plan the curriculum in order to equip children with the	<p>Senior leaders support teachers when planning the curriculum in order to ensure real life experiences and background</p>	1,2

knowledge and skills they need to succeed in life.	knowledge is taught alongside the required skills in order for children to become educated citizens and succeed in life. Ofsted - Education inspection framework Overview of research	
Teachers to work alongside the Inclusion team and parents to promote good attendance	Teachers are the first port of call for parents and children when it comes to attendance and issues that could be impacting this. A clear communication between those dealing with attendance concerns (inclusion) and those that may have details concerning the reasons behind attendance (teachers) is essential. EEF - Improving behaviour in schools	5,6

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

Budgeted cost: £167,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic intervention for small group and 1-1 in addition to taught sessions	As a school we have as spent many years embedding a system of assessments, support and interventions to aid children with their development in phonics. EEF – Preparing for literacy EYFS, Improving literacy in KS1	1,2,3
Thrive, TISUK and other interventions for small group and 1-1 in addition to consistent classroom practice	As a school we have spent many years embedding a system of identifying, assessing and supporting with their developments in self-regulation. CPD and regular support when completing assessments ensure children who are the most complex are understood and receive the support they need. EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools Thrive impact research papers	4,5,6
Speech and language intervention for small groups and 1-1	As a school we have as spent many years embedding a system of assessments, support and interventions to aid children with speech and language difficulties – as it has been a barrier to our PP children for a sustained period of time. We have clear	1,2

	<p>internal data showing the impact and success of this. The EEF toolkit also states a potential 5 months progress can be expected when delivering Oral language interventions.</p> <p>These interventions are delivered by our S&L specialist, who works closely with external S&L therapists and also supports our Early years staff to deliver their S&L interventions</p> <p>NESSY</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Jigsaw (PSHE) curriculum across school	SEMH learning has been shown to have 4 months positive impact on progress according to the EEF toolkit. After researching and trialling different packages, we feel that Jigsaw offers the best curriculum for our PP children and their barriers. The package also comes with its own data showing progress.	4,5,
Continue to ensure that PP children have access to learning materials outside of school time including ICT, Writing materials and quality texts.	Many of our PP children do not have access to many of the advantages that their peers may have. Providing them with quality resources, so they can continue to access learning outside of school, is essential in ensuring the attainment gap does not grow. The EEF toolkit shows that homework and parental engagement both have a positive impact on progress, and quality materials are required for both/either of these to occur.	1,2,3,5
Education Welfare Officer small groups and targeted intervention with families and children	Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice. This will involve training and the implementation of new procedures. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Magic Breakfast and Free Breakfast provision to	EEF Breakfast Intervention	1,2 4,5,6

support children and families	Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. There are many reasons why the consumption of a school breakfast may improve a pupils' experience of school and these outcomes. Additionally, providing free or reduced-price meals may also remove a barrier to school engagement for economically disadvantaged pupils. The reduction or removal of a financial burden for less affluent families could similarly act as a way of improving pupils' economic circumstance, which is a well-known driver of educational outcomes. It is also possible that by receiving meals within the school environment pupils are incentivised to attend school and ease pressure for working parents.	
Children's university extra-curricular activities and offering wide range of after school clubs for children	EEF indicates moderate impact for social and emotional interventions. We understand that extra-curricular activity can help promote a love of learning, improve social skills, self-esteem, a sense of community and a feeling of self-worth. It also ensures that all of our children can access every school activity.	4,5,6

Total budgeted cost: £393,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

For review of outcomes please see Pupil Premium 2024-25 midpoint review [Meynell Primary Pupil Premium](#)

Final review 2024-25

Outcome 1: Attainment and progress of disadvantaged pupils is below national and a gap is evident between these pupils and their peers. This gap needs to close across school at all milestone points through the Quality of Education offered.

		EYFS Reception					Y1 Phonics			Y4 MTC			KS2 SATs					
		Overall GLD (12)	Overall ELG (17)	ELG at expected average #	GLD Literacy achieved	GLD Maths achieved	Phonics average score #	Phonics >=29	Phonics >=32	MTC average score	MTC >=22	MTC >=25	Reading	Writing	Mathematics	SPAG	Science	RWM Combined
National		67.7%*	66.2%*	14.1*	70%*	77%*	32*	85%	80%*	20.6*	58%	34%*	75%	72%	74%	73%	82%	62%
Meynell		50%	45%	9.6	50%	50%	30.3	64%	62%	21.2	71%	64%	68%	66%	76%	71%	73%	61%
Gender	Males	39%	35%	7.5	39%	39%	29	57%	53%	20.3	67%	64%	70%	65%	70%	65%	70%	61%
	Females	62%	55%	11.9	62%	62%	31.4	71%	71%	22.2	77%	65%	67%	67%	83%	78%	78%	61%
	Gender Gap	-23%	-20%	-4.3	-23%	-23%	-2.5	-15%	-18%	-1.93	-10%	-2%	3%	-1%	-14%	-13%	-8%	0%
Pupil Premium	PP	41%	36%	8.4	41%	41%	28.5	57%	55%	20.6	72%	63%	63%	63%	73%	70%	70%	57%
	Non-PP	67%	62%	12	67%	67%	34.8	81%	81%	23	69%	69%	82%	73%	82%	73%	82%	73%
	PP Gap	-26%	-26%	-3.6	-26%	-26%	-6.3	-24%	-26%	-2.37	3%	-6%	-18%	-9%	-8%	-3%	-12%	-16%
SEN	SEN K	0%	0%	0.2	0%	0%	25.8	35%	29%	17.3	43%	38%	33%	25%	33%	33%	33%	25%
	SEN E	0%	0%	0	0%	0%	20	0%	0%									
	SEN All	0%	0%	0.2	0%	0%	25.2	32%	26%	17.3	43%	38%	33%	25%	33%	33%	33%	25%
	Non SEN	64%	57%	12.3	64%	64%	31.6	79%	79%	23.3	87%	79%	83%	83%	93%	86%	90%	76%
	SEN Gap	-64%	-57%	-12.1	-64%	-64%	-6.4	-48%	-53%	-5.93	-44%	-41%	-49%	-58%	-60%	-53%	-56%	-51%

*2024 value

EYFS

- The number of children achieving GLD overall in EYFS is below national average (-17%). However, there is a general upward trend since the previous year.
- Disadvantaged gap continues to be significant in all areas.
- Communication and Language continues to be an area of development with an increase in children with complex special educational needs and communication and language difficulties.

Y1 phonics

- Non-PP children perform better than the National Average. Although the gap has closed between PP and Non-PP compared to the previous year, this continues to be an area of development.

Y4 MTC

- PP children perform better than the national average and PP children perform broadly in line with Non-PP children. The gap continues to be narrowed from the last academic year.

Y6

- In Maths, the gap continues to close between PP and Non-PP with PP children achieving broadly in line.
- In SPAG, the gap has reduced further from the previous year and PP and Non-PP are broadly in line with both groups achieving in line with national average.

- In Reading and Writing, the gap continues to be significant despite the school reviewing the reading and writing curriculum approaches.
- PP children continue to underperform compared to Non-PP in RWM combined.

Outcome 2: Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Nursery and EYFS and through school to KS2.

The school launched the Oracy project in September 2024 as a School Development priority. The introduction of Oracy assemblies alongside timetabled Oracy lessons has shown improvements in communication throughout school with more children being confident to speak in full sentences and engage in class discussions. The introduction of sentence stems for debates and discussions support all children. Talk through stories monitoring shows children have a good understanding of the vocabulary taught and they are applying. The Oracy Leaders have provided CPD for staff in developing the Oracy strategies across other subjects.

SALT caseload data shows 92 children are currently actively known to SALT Sheffield Services. TA SALT interventions are timetabled and the TA is coached by external speech and language therapists to deliver high quality interventions. Specialist SALT TA works with external SALT to deliver set programmes and intervention for children with DLD, Selective Mutism and Social communication difficulties. Currently, the TA works directly with children 1:1 for 50% of timetable and with small groups supporting teachers with developing classroom practice within Y2 in the morning sessions where there is a significant need for SALT support.

All children who are classed as DLD receive weekly support from S&L TA specialist Communication Plans are referenced in SEND support plans and impact evaluated. The S<A specialist works alongside the SENDCos to ensure impact of intervention is measured. Each term, the external S&L therapist visits the school working with the TA and child to develop practice or share a change in a support plan.

Language developments, and in particular vocabulary development, is highlighted as a school priority. This is planned sequentially in all curriculum specific documents. Staff plan for vocabulary specific activities in each lesson, whether it is e.g. Maths, reading or History. The curriculum intends plan for progression in vocabulary in all subjects across the curriculum. Tier 2 and 3 words are selected carefully in order to embed the subject specific vocabulary alongside the taught content. Age appropriate planned language acquisition is evident in children's writing and children speak with an increased level of understanding.

Intensive interactions framework and Curiosity programme is used within Willow Hub to develop children's communication and language. In Oak Hub, the focus for vocabulary development (alongside curriculum opportunities) is around emotional regulation, social communication and expressive vocabulary. External reports for both Willow and Oak Hub show purposeful communication opportunities and appropriate vocabulary is planned and modelled by staff.

Outcome 3: Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.

Children are placed in their phonics groups as directed by RWI programme and are closely monitored by the RWI leader. Intensive support and coaching are provided to all RWI facilitators/teachers on a weekly basis. This is scrutinised every term by RWI consultant and action plans are put into place. Individualised training pathway videos are set up for all RWI teachers to access and provide ongoing training to develop practice for all reading teachers.

Reading in year 1 has shown an increase of number of pupils achieving age related with 62% of pupils passing the PSC. The continued focus on phonics and RWI has ensured all children are receiving high quality phonics teaching daily. The RWI leader prioritises coaching to ensure all lessons are delivered consistently and with fidelity. The RWI leader carefully tracks and analyses progress, particularly for vulnerable groups, to ensure tutoring is implemented quickly to accelerate progress. Tutoring continues to be in place for Foundation Stage, KS1 and KS2. Children who move through the RWI phonics programme in Upper KS2 are supported through additional comprehension and application lessons to ensure the transition from phonics teaching to Book study is as smooth as possible. Afternoon speed sound lessons in FS2-Y3 have been implemented to accelerate progress in phonics and reading.

In Y5, progress has also been made in targeting specific children as spotlight children to accelerate progress in reading, writing and maths. The focus on comprehension skills and reading stamina continues to be a focus for the next term.

Outcome 4: Our observations indicate that some disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging learning tasks.

The 3 Assistant Headteachers continue to focus on supporting and coaching teachers across school. The school has drawn upon evidence from Walkthrus to implement a coaching model and improve pedagogy particularly around Maths and Writing. The headteacher, AHTs, alongside Middle Leaders and Subject Leaders, coach, monitor, evaluate, support and assess progress within the taught curriculum.

Intent documents are in place with adaptations where necessary. The priority continues to be empowering teachers to deliver the intent through a well thought out, personalised approach to implementation. Middle leaders have weekly management time to drive forward improvements within their subject areas. All middle and subject leaders receive personalised coaching by HT or AHT in order to monitor impact and ensure effective implementation. Each subject leader has an allocated member of SLT to coach their leadership, action 7 planning and evaluations of intent, implementation and impact.

Subject leaders have taken part in Deep Dives and subject reviews within schools across the Trust. This means they have a clearer understanding of strengths and areas for development in their subjects and have a network in which to draw upon examples of good practice. Subject leadership has continued to be developed with ECTs shadowing subject leaders to develop their own analytical skills and understanding of subject leadership.

Our curriculum is planned progressively to ensure that our children know more and remember more. All teaching staff have received high quality CPD on all aspects of metacognition. They recognise the need for retrieval activities including pre and post learning opportunities and are mindful of cognitive overload. The introduction of Ark Mathematics programme has developed the teacher's understanding of mathematical concepts and ensures learning is built upon prior knowledge. Teachers and teaching

assistants have had whole school training in using Ark Mathematics and school development days with external partners from NCETM and Trust have shown positive impact across the school.

The school has 6 Thrive practitioners and 2 Trauma Informed Practitioners. Regular CPD through Thrive Online ensures practitioner licence is maintained and they are given quality training. The school has purchased Boxall Profiling to assess individual children, identifying areas to be developed through planned intervention and relational practice. All Pastoral team have completed training on analysing Boxall profiles, assessment and interventions. LET team intervention and focus on restorative practice and modelling this to other members of staff. Everyday practice of all staff – VRFs – shows in CPOMS and referrals for emotional wellbeing.

Outcome 5: Many PP children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital)

Experiences and visits have been mapped out and opportunities for visitors, trips and immersion have been refined this academic year. The school has created a list of entitlement showing the offer to all children during their time at Meynell Primary School. This will be launched to parents and children in Autumn term 2025.

The leadership team have ensured that visits, trips and immersive opportunities are interwoven into the curriculum rather than being stand alone events. This means the experiences are contextual and linked to learning rather than abstract.

Forest school has been developed further this year with Oak, Willow and EYFS children accessing this resource as part of their curriculum offer. The purchase of a cabin means more children from other year groups will be able to access the outdoor classroom and outdoor learning as part of their curriculum offer.

The school have made stronger links with the local church, community groups and community police officers. Visitors have been invited in to work with whole class groups, small groups and individuals across KS1 and KS2. The school is part of the Children's University and 12 children have achieved their Bronze badge as part of the school's after school club offer.

Outcome 6: Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.

The Inclusion team work together to identify children who are at risk of falling behind due to attendance, pastoral or safeguarding concerns. IC and SAP meetings held regularly with the Headteacher. The EWO building positive relationships with families through phone calls, safe and well checks and meetings. Parents evening stall for promoting good attendance to all children and families and showing the impact non-attendance can have. Attendance and Inclusion link partner works with inclusion team.

Attendance for PP children at the end of the year is 93.3% compared to 94% for all children. This gap has closed by 2% on the previous year. Persistent absence for PP children remains above all children at 20.5%. The gap has increased by 8.1% on the previous year. The number of lates recorded for PP children is 1.8%. This gap has reduced by 0.7% on the previous year.

The school now has a full time EWO (appointed Spring term 2025) who monitors attendance daily, analyses trends and works with families to improve attendance for all children. The school has purchased ASTAR Attendance programme that will reduce the workload of the EWO and allow more time for analysis and targeted interventions which will increase attendance overall and reduce the number of children persistently absent. The focus for the school for the next academic year is to reduce the number of children who are persistent absentees. Many of these are due to holidays and/or ongoing complex SEND needs.

Externally provided programmes

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

Programme	Provider
RWI	
Nessy	NESSY
Thrive online	THRIVE
Ark Maths	Ark Curriculum Plus
Jane Considine English	JANE CONSIDINE

Service pupil premium funding (N/A)

<i>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</i>
No funding was received for Service Pupil Premium
The impact of that spending on service pupil premium eligible pupils