

Percy Main Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Percy Main Primary |
| Number of pupils in school | 204 (R-Y6 177) |
| Proportion (%) of pupil premium eligible pupils | <p>Current FSM: 116 (65.54% of Rec - Yr6)</p> <p>Current PP+ CiC: 3 children (also FSM eligible) 1.47% of whole school</p> <p>Current Post CiC: 7 (6 eligible for FSM) 3.43% of whole school</p> <p>Current EYPP: 10 children (Nursery) 58.82% of nursery</p> <p>SEND and PP/EYPP/PP+: 59 children = 50.43% of 117 pupils who are PP/EYPP/PP+</p> <p>Total number PP/EYPP and PP+: 127 pupils = 62.25% of whole school</p> |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 – 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Kathryn Thompson Headteacher |
| Pupil premium lead | Kathryn Thompson |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £168,650 |
| Recovery premium funding allocation this academic year | £13,340 |

| | |
|---|----------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £181,990 |

Part A: Pupil premium strategy plan

Statement of intent

Percy Main Primary's vision is one in which **all** learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. Although disadvantaged pupils face many complex barriers to achievement, our core belief is that the delivery of a challenging, knowledge-rich curriculum is a lever for social change. It is through the design and effective implementation of this curriculum that disadvantage will be reduced. Therefore, our pupil premium strategy is focused on ensuring that disadvantaged pupils leave school with the same knowledge, skills and qualifications as their peers. The strategy centres on evidence-informed, high quality teaching, with the provision of targeted academic support and wider strategies (including experiences and pastoral support), where needed.

Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils.

- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. There is significant evidence to show that this has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 1. Ensure disadvantaged pupils are challenged in the work that they're set
 2. Act early to intervene at the point need is identified
 3. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectation of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attainment on entry to the Early Years Foundation Stage in all areas. On entry to our foundation stage (Rainbow Room), all children are significantly below in both prime and specific areas. |
| 2 | Under-developed language and communication skills on entry are still evident through to KS2. Observations throughout school show significant gaps in understanding of tier 2 and tier 3 vocabulary which impacts on comprehension and the ability to articulate creative ideas verbally before writing. Assessments, observations and discussions with pupils indicate that in general this is more prevalent among our disadvantaged pupils than their peers. |
| 3 | Assessments, observations and discussions suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This also negatively impacts on their development as writers and their ability to spell. |
| 4 | SEND: 50% of children with SEND are also PP The greatest area of need for PP children at SEND support and EHCP is Communication and Interaction. |
| 5 | PP children are disproportionately affected by SEMH difficulties. Interrupted emotional development of a significant number of children resulting in underachievement in some PP children. |
| 6 | There is a gap between PP and non-PP for persistent absence rates. 92% of children who are persistently late are PP. |
| 7 | Parental engagement and confidence Some disadvantaged pupils are affected by wider family circumstances, relationships and the impact of Covid 19, which then impacts on their development. Some of these families have engagement with social services or other agencies. Parents strive to support their children but some report lacking in confidence to offer the correct support, particularly when their children have additional needs. |

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 |
|---|--|
| 1. Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language. | Early assessment and identification of communication and language difficulties informs appropriate high quality targeted provision resulting in outcomes in the early years % of PP children achieving the GLD is broadly in line with their non PP peers. |
| 2. Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 3. Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1. | Pupil data from the Y1 Phonics Screening Check shows an upward trend over the next 3 years. |
| 4. Through appropriate intervention/adaptations, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers. | Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress. The additional learning challenge of PP children with SEND is minimised by high quality bespoke planned learning journeys which address their individualised needs and removes challenges to their continued progress. |
| 5. Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being. | Children report feeling happy, safe and secure, and that all children are supported socially and emotionally. In house Thrive progress data shows movement in development strands for pupils. School data for targeted pupils using the Stirling Wellbeing Scale shows increased scores from baseline. |

| | |
|---|---|
| | CPOMS tracking highlights fewer negative behaviours, inclusions and suspensions. |
| 6. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced. | <p>Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.</p> <p>Pupil premium attendance improves with a reduction in the % of persistent absence/lateness for all pupils, but particularly the disadvantaged group.</p> |
| 7. Families have the confidence to seek out advice and support in order to improve their lives. | <p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school.</p> <p>Attendance advisory support, foodbank support, early help, school nurse etc are embedded for PP families and support them to make more positive contributions to the school community.</p> <p>Parents of PP pupils engage more fully in whole school activities, including workshops.</p> |
| 8. Consistent high quality QFT leads to improved learning outcomes for all PP children. | <p>Continue to embed Rosenshine's principles in practice, exemplified by a whole school approach developed with regular low-stakes assessment to support retrieval and review of key knowledge and concepts so PP children can build on solid foundations, receive continuous feedback and support and consequently feel more confident to access the full curriculum.</p> <p>Progress in reading across school and for targeted groups narrows gaps to be in line with age related expectations.</p> <p>Progress in writing across school and for targeted groups narrows gaps to be in line with age related expectations.</p> <p>Progress in maths across school and for targeted groups narrows gaps to be in line with age related expectations.</p> |

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:-£47,358

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>1. Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language</p> <p>Kirstie Page English Hub training</p> <p>WellComm subscription - The complete speech and language toolkit, from screening to intervention.</p> <p>Wellcomm training</p> <p>Oracy Project including training</p> | <p>There is strong evidence for the need to address gaps that emerge during the early years between disadvantaged and their more affluent peers.</p> <p>On average, 40% of the overall gap between disadvantaged 16 year olds and their peers has already emerged by the age of five.</p> <p>By the age of three, on average, more disadvantaged children are already almost a full year and a half behind their more affluent peers in their early language development.</p> <p>Launchpad for Literacy has shown to be a tool to identify and close the gaps within language and literacy. Can be used to support and embed S&L interventions and creates a firm, broad-base of skills in readiness for all aspects of literacy.</p> | <p>1, 2, 4, 5</p> |
| <p>2. <i>Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</i></p> <p>Subject leader time to develop knowledge organisers including vocabulary spines of 400 words per year group</p> <p>Continue to ensure language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary.</p> <p>Story time to occur daily to broaden the children's repertoire of vocabulary. Create a poetry spine and purchase texts</p> | <p>As above plus...</p> <p>EEF states that cooperative learning approaches can have an impact of +5 months. Kagan Structures is an approach which promotes language, communication and interaction between learners, enabling articulation of their thinking and understanding.</p> | <p>2, 4, 5</p> |

| | | |
|---|---|----------------|
| <p>Talk for Writing is used as a methodology for teaching writing which focuses on the internalisation of vocabulary, language patterns and structures.</p> <p>Continue to embed Kagan Structures</p> <p>Oracy Project including training</p> <p>Coaching programme CPD</p> | | |
| <p><i>3. Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.</i></p> <p>Read, Write Inc. phonics lead to provide instructional coaching to continually refine and improve practice so that teaching and learning are highly effective.</p> <p>Implement the 'Making a strong start in Reception' phonics programme</p> <p>Ongoing CPD via Ruth Miskin Platform plus replenishing resources</p> <p>Development days with RWI and English Hub</p> <p>Robust and rigorous assessments every 6 weeks for pupils who participate in the phonics scheme and assessments shared with phonics teachers to identify gaps and adapt teaching to meet the needs of the pupils.</p> <p>Children identified for RWI Fast Track tutoring to receive daily intervention</p> | <p>Research shows that the systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF T&L toolkit 2018)</p> <p>School Data shows that phonics and early reading is a priority for all pupils, especially pupil premium.</p> | <p>3, 4, 5</p> |
| <p><i>8. Consistent high quality QFT leads to improved learning outcomes for all PP children.</i></p> <p>Refine and further improve the quality of teaching across the curriculum via explicit instruction approaches.</p> <p>CPD provided to support all teachers in developing the pedagogical resources to support teaching.</p> <p>Design maths fluency assessments to be used each half term based on our curriculum</p> <p>Design maths summative assessments based on our curriculum and knowledge of identified gaps</p> <p>Creating manipulative boxes for maths</p> <p>Reading fluency CPD, implementation and monitoring</p> | <p>EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Explicit instruction refers to a range of teacher demonstrations followed by guided practice and independent practice. Several reviews of the research on effective support have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.</p> <p>EEF guidance documents state that fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be</p> | <p>8</p> |

| | | |
|---|--|-------------------------------|
| <p>Continue use of developing bespoke GPAS assessments for Y2 - Y6 followed up by question level analysis to identify gaps</p> <p>New spelling programme to be introduced and monitored</p> <p>Embedding early intervention and graduated response for writing with high expectations for all.</p> <p>High quality feedback to ensure next steps in improving writing are clear and rooted in understanding of progression in writing.</p> <p>Ensure a robust strategic approach to monitoring and evaluation of writing across the year by all leaders, including routine moderation.</p> <p>Ensure writing across the curriculum has high expectations and all subject leaders' impact on improving outcomes in writing</p> | <p>redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>EEF recommends spelling should be explicitly taught to support writing. Diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p> | |
| <p>Staff Professional development ensures that teachers and support staff develop pedagogy and impact positively on pupil progress.</p> <p>Maths Hub</p> <p>Teaching Fluency</p> <p>Coaching programme</p> <p>Voice 21 Oracy Project CPD</p> <p>BR@P CPD</p> <p>Thrive</p> | <p>Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes (Education policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students,2020)</p> <p>EEF T&L Toolkit</p> <ul style="list-style-type: none"> • feedback +6 months progress • reading comprehension strategies +6months progress • oral language interventions +6 months | <p>1, 2, 3, 4, 5, 6, 7, 8</p> |

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

Budgeted cost: £56,868

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>4. <i>Through appropriate intervention/adaptions, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</i></p> | <p>EEF research states "...interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school" (EEF 2019)</p> | <p>4, 5</p> |

| | | |
|--|---|-------------------|
| <p>Use of school led tutoring funding allocated to RWI interventions. (TA pm sessions)</p> <p>Additional TA to provide reading 1:1/small group interventions for pupils who need intensive support based on assessments</p> <p>SALT/WellComm interventions</p> <p>Becoming 1st Class@Number for Year 1 children</p> <p>Success@Arithmetic for Year 3 children</p> <p>SENCO part time salary</p> | <p>EEF says there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a Three way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.'</p> <p>Evidence shows that intensive individualised or small group tuition is highly effective. The approach outlined in the DfE 'School-led tutoring' handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps.</p> | |
| <p><i>2.Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</i></p> <p><i>4.Through appropriate intervention/adaptions, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</i></p> <p>1:1 intervention with TAs trained in SALT/WellComm to improve oracy in school for those children identified.</p> <p>Helicopter Stories CPD and intervention for identified children in Year 1.</p> <p>Use of Launchpad for literacy skills framework to identify and provide targeted support.</p> | <p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language.</p> | <p>1, 2, 4, 5</p> |

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

Budgeted cost: £82,880

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>5.Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.</i></p> | <p>The Public Health England report in 2014 finds a close link between improved outcomes</p> | <p>4, 5, 6, 7</p> |

| | | |
|--|---|---|
| <p>The Pastoral Team will meet weekly to identify needs early and plan Support.</p> <p>Ongoing Thrive support (subscription/CPD to maintain licences/Practitioner training for HB/BJ)</p> <p>Continue to implement Zones of Regulation as a whole school approach.</p> <p>Working with the Connect Mental Health Support Team to audit provision, develop and implement an action plan</p> <p>Work with external agencies to support vulnerable pupils based on their individual needs.</p> <p>My School Health support ½ day per week supporting vulnerable children:</p> <p>CGSO to support pupils in class to develop positive learning attitudes and effectively access the curriculum.</p> <p>Thrive TA</p> <p>Develop a universal approach to restorative practice and compassionate minds -Restorative Thinking CPD for all staff</p> <p>Mental Health Champion Training for all KS2 children</p> | <p>and mental health and wellbeing of pupils.</p> <p>Research shows that interventions which target social and emotional learning improve pupils interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018).</p> <p>Historical evidence within Percy Main Primary School shows that PP children with social and emotional needs who work closely with trained staff are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.</p> <p>NCSE booklet highlights the benefits of well planned sensory spaces: https://ncse.ie/wp-content/uploads/2021/10/NCSE-SensorySpaces-in-Schools-2021.pdf</p> | |
| <p><i>7. Families have the confidence to seek out advice and support in order to improve their lives.</i></p> <p>Parental engagement schedule to include a variety of sessions and themes linked to academics, behaviour and mental and emotional health.</p> <p>EHAs offered where necessary</p> <p>CGSO to support parents with Family First training modules in school</p> <p>Uniform Shop in school</p> <p>Continue to build on plan from Poverty proofing team</p> <p>Warm Spaces Initiative</p> <p>School Shop</p> | <p>The association between parental engagement and a child's academic success is well established (EEF 2018) and supporting parents with their first child will have benefits for their siblings. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF parental engagement) EEF researched.</p> | 7 |
| <p><i>6. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced.</i></p> | <p>Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.</p> | 6 |

| | | |
|---|---|---------|
| <p>Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance</p> <p>Weekly attendance meetings (Additional admin capacity including SEN support)</p> <p>Attendance CPD for staff (ARBOR)</p> <p>Working together with the LA attendance team</p> <p>Young Carers Club including awareness raising for staff CPD</p> | | |
| <p><i>Provision of free breakfast club</i></p> <p>Breakfast club staff salaries</p> | <p>Magic Breakfast found an improvement of up to 2 months progress in pupils who received a free breakfast at school, with improved wellbeing and mental health outcomes.</p> | 5, 6, 7 |
| <p>Increase opportunities for cultural capital</p> <p>A programme of enrichment activities including OSF initiatives</p> <p>Leadership opportunities for children</p> <p>Subsidised trips including residential visits</p> | <p>Enrichment experiences provide children with positive benefits on academic learning and the impact on more vulnerable pupils is even higher (EEF, T&L toolkit, 2018)</p> <p>Children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development.</p> | 8 |

Total budgeted cost: £ 187,106

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| | |
|--|--|
| <p>Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language</p> | <p>EYFS Trends The percentage of children reaching GLD is 67% and in line with LA and National data. Percy Main data is 15% higher than other decile 1 and 2 schools. The school has seen a 6% improvement since 2022. The percentage of FSM pupils in the school reaching GLD is higher than the percentage of FSM pupils Nationally reaching GLD.</p> |
| <p>Consistent high quality QFT leads to improved learning outcomes for all PP children.</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</p> | <p>The Principles of Instruction CPD was delivered last academic year and continues to be embedded across school.</p> <p>Ongoing monitoring reveals that retrieval strategies are the most embedded element of this practice which is supporting all children to remember more.</p> <p>Further CPD around skills in using a repertoire of questioning techniques, for example, cold call, no opt out, check for understanding, probing questioning, think pair share, say it again better, whole class responses took place, and is being used to ensure teaching is highly interactive, dynamic and responsive for all pupils. Monitoring has shown that staff are confident with a repertoire of questioning techniques, using effective questioning to decide whether to move on or reteach content/skill for all children paying particular attention to SEND/PP children.</p> <p>Further CPD was delivered around maximising opportunities for language and learning through peer collaboration and has supported the engagement of children and ability to access tasks/be ready to begin written work.</p> <p>Progress in writing at the end of KS1 The school has seen a 10% improvement since 2019 but a 2% decline since 2022. Performance of SEN in the school is in-line with the performance of SEN nationally. Performance of FSM6 pupils in the school is in-line with the performance of FSM6 pupils nationally.</p> <p>Progress in writing at the end of KS2 The school has seen an 8% improvement since 2022</p> |

| | |
|---|---|
| | <p>Performance of SEN in the school is higher than the performance of SEN nationally. Performance of FSM6 pupils in the school is higher than the performance of FSM6 pupils nationally.</p> <p>Attainment across school in writing Whilst progress from individual starting points remains very high, school monitoring in KS2 shows that attainment in writing continues to be low (Year 3 - 41%, Year 4 - 32% and Year 5 39% working at expected standard).</p> <p>Gaps are narrowing between the percentage of PP and non-PP children achieving ARE in writing but this is not consistent. The percentage of PP children reaching ARE in writing in 3 years groups was higher than non-PP, lower in 2 and in-line in another.</p> |
| <p>Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.</p> | <p>The school has seen a 28% improvement since 2019 and a 12% improvement since 2022.</p> <p>Performance of FSM6 in the school is higher than the performance of FSM6 Nationally.</p> |
| <p>Through appropriate intervention, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</p> | <p>Progress is variable across the school but generally their progress is not matching or exceeding their non-disadvantaged peers.</p> <p>Year 1 Phonics The percentage of SEN in the school scoring 32+ is higher than the percentage of SEN Nationally scoring 32+.</p> <p>KS1 - The performance of SEN in the school reaching the expected level in RWM is in-line with the percentage of SEN nationally.</p> <p>KS2 - The percentage of SEN in the school reaching the expected level in RWM is lower than the percentage of SEN nationally.</p> |
| <p>Children have a wider variety of strategies and skills for dealing with their emotions and</p> | <p>Supporting children with SEMH needs remains a strength of the school. The school provides high-quality pastoral support and employs one experienced member of staff to work with pupils and parents around behaviour, inclusion</p> |

| | |
|---|--|
| <p>anxieties leading to positive health and well-being.</p> | <p>and other social issues. We have three Thrive Practitioners with all CPD up to date to maintain licences.</p> <p>The Pastoral Team secure external agency support via Outreach, Connect Mental Health Team, My School Health to support identified pupils in schools.</p> <p>In addition to the PSHE and RSE curriculum, enhancements include taking part in well-being week, World Mental Health Day and Anti-Bullying Week, following the MELVA programme, Communicate and Regulate and Friends Resilience.</p> <p>7 staff have completed the MHFA training which has strengthened provision.</p> <p>Zones of regulation work continues to embed.</p> <p>The Headteacher was asked to present at a Trauma conference and since have hosted events for schools in the LA to observe our practice in this area.</p> |
| <p>Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced.</p> | <p>Clear system in place to monitor and track attendance and lateness. Parents are informed when attendance is likely to become a concern. Support meetings held in school where attendance drops below 90% and supported by the Attendance and Placement team where appropriate.</p> <p>Our persistent absence percentage for 2022 2023 is 13.55% which is an improvement from 16.67% the previous year. The average % for North Tyneside is 13.23%.</p> <p>Our overall absence trend for last year is 5.34% which is exactly the same as the average % for North Tyneside schools and is an improvement for us from 6.17% the previous year.</p> <p>In school monitoring showed that 14 PP children (5 families) were persistently late during the Autumn term. This significantly improved for 8 children (3 families) over the course of the year. Ongoing support and challenge was needed for the remaining group.</p> |
| <p>Families have the confidence to seek out advice and support in order to improve their lives.</p> | <p>Families continue to be supported and receive effective support from open EHAs or other vehicles to ensure support is given/sourced.</p> <p>The care, guidance and support officer, has well established relationships with the community, which enabled the school to identify families where support can be offered and their openness to share if support is needed. Targeted support and challenge to families to improve attendance and lateness was in place. School continued to build on our offer by supporting parents to complete Solihull in school.</p> |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------------------------|----------------------------|
| Thrive | Thrive online |
| Read Write Inc | Ruth Miskin Read Write Inc |
| BR@P | |
| Launchpad for literacy | Kirstie Page |
| Restorative Thinking | |
| Mental Health Champion Training | One Goal |