

Percy Main Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 |
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| School name | Percy Main Primary |
| Number of pupils in school | 188 |
| Proportion (%) of pupil premium eligible pupils | Current FSM: 105 55.85% Current PP 111 59% SEND and PP 48 (26% of school population and 71% of SEND cohort are SEND and PP) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Kathryn Thompson Headteacher |
| Pupil premium lead | Kathryn Thompson |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £169,270 |
| Recovery premium funding allocation this academic year | £7,866 (COVID19 Recover) £2,953 (COVID19 NTP) |
| 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 | £180,089 |

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. The greatest area of need for PP children at SEND support and EHCP is Communication and Interaction |
| 3 | SEND and Pupil Premium 71% of children with SEND are also PP Assessments suggest that the percentage of children making expected progress in reading and writing is significantly lower in pupils with SEND and PP compared to their peers. |
| 4 | SEND and Pupil Premium 71% of children with SEND are also PP Assessments suggest that the percentage of children making expected progress in maths is significantly lower in pupils with SEND and PP compared to their peers. |
| 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 | Our attendance data over the last 3 years indicates that the percentage of persistence absence among disadvantaged pupils has been between 2-5% lower than for non disadvantaged pupils. |
| 7 | Parental engagement and confidence |

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| | <p>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.</p> <p>Parents strive to support their children but some report lacking in confidence to offer the correct support, particularly when their children have additional needs.</p> |
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| <p>1. Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language.</p> | <p>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.</p> |
| <p>2. Improved language and communication outcomes for disadvantaged pupils in KS1 and KS2</p> | <p>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, the children's ability to communicate effectively and ongoing formative assessment including oracy framework targets.</p> <p>Assessment data from intervention programs the children complete demonstrate clear progress from their starting points. Levels of children who require additional speech and language support reduces year on year.</p> |
| <p>3. Consistent high quality QFT leads to improved learning outcomes for all SEND and PP children.</p> <p>Through appropriate intervention/adaptations in reading and writing, pupil premium children with SEND will make progress from their starting points which matches</p> | <p>Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress.</p> <p>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.</p> |

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| or exceeds their non-disadvantaged peers. | |
| <p>4. Consistent high quality QFT leads to improved learning outcomes for all SEND and PP children.</p> <p>Through appropriate intervention/adaptations in maths, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</p> | <p>Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress.</p> <p>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.</p> |
| <p>5. Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p>KS2 maths outcomes show that disadvantaged pupils will have made accelerated progress from their starting points.</p> |
| <p>6. Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.</p> | <p>Children report feeling happy, safe and secure, and that all children are supported socially and emotionally.</p> <p>In house Thrive progress data shows movement in development strands for pupils.</p> <p>CPOMS tracking highlights fewer negative behaviours, inclusions and suspensions.</p> |
| <p>7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non- disadvantaged peers being no more than 2%. - the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 3% lower than their peers. |
| <p>8. Families have the confidence to seek out advice and support in order to improve their lives.</p> | <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> |

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| | Parents of PP pupils engage more fully in whole school activities, including workshops. |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£24,496

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <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>Implement plan for Forest School following CPD last year.</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. It 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>Forest Schools: impact on young children in England and Wales - Forest Research</p> | 1 2 3 |
| <p>Introduce CUSP curriculum in Science, Geography and History with built in vocabulary modules. Track progress.</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>As above plus...</p> <p>Research shows that teaching oracy increases confidence, the ability to communicate effectively, improves self-regulation, the ability to articulate ideas, fosters wellbeing, promotes emotional</p> | 2 3 |

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| <p>Story time to occur daily to broaden the children's repertoire of vocabulary. Create a poetry spine and purchase texts</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>Oracy Project including training</p> <p>Coaching programme CPD</p> | <p>literacy and improves academic outcomes. (Voice 21 Project).</p> <p>+6 months additional progress can be made by pupils from disadvantaged backgrounds through oral language interventions. Source: Education Endowment Foundation (EEF) evaluation of oral language interventions.</p> | |
| <p>Implement structured reading fluency teaching sessions.</p> <p>Introduce Readers Theatre in UKS2.</p> <p>Continue to embed RWI phonics programme through the Ruth Miskin platform plus replenishing resources</p> <p>Phonics training</p> <p>Deliver Fast Track Tutoring for identified children</p> <p>Introduce Book Club during guided reading</p> <p>Purchase and introduce standardised NFER reading comprehension tests in KS2.</p> <p>CPD provided to support all teachers in developing the pedagogical resources to support teaching.</p> <p>Continue use of developing bespoke GPAS assessments for Y2 - Y6 followed up by question level analysis to identify gaps</p> <p>Continue use of RWI spelling programme to be introduced and monitored</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 reading and writing across the year by all leaders, including routine moderation.</p> <p>Develop Reading Buddies in KS2</p> | <p>EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Evidence demonstrates that improving fluency allows children to make significantly accelerated progress in all subjects</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 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>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> | 3 |
| <p>Continual refinement and enhancement of teaching and curriculum planning for Maths in line with EEF guidance.</p> | <p>A high-quality curriculum is key, and NCETM ensures all children receive the best maths learning they possibly</p> | 4 |

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| <p>Refresh stock of manipulatives and ensure they are being used effectively.</p> <p>CPD for use of manipulatives</p> <p>Introduce Mastering Number@KS2 sessions in Y4 and Y5.</p> <p>Continue to embed Mastering Number sessions in Reception and KS1.</p> <p>EEF One Step Ahead project in KS1</p> <p>Ensure a robust strategic approach to monitoring and evaluation of maths across the year by all leaders, including routine moderation.</p> | <p>can. It is a DfE approved scheme with a significant evidence base to support its effectiveness. Furthermore, by removing the requirement for teachers to plan and resource maths lessons, teachers have more time to consider how to best deliver the lesson – the most impactful part</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</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>Maths Specialist Programme</p> <p>Teaching Fluency</p> <p>Coaching programme</p> <p>Voice 21 Oracy Project CPD</p> <p>BR@P CPD</p> <p>Thrive CPD for current practitioners</p> <p>Thrive Wellbeing Apprenticeships</p> <p>CONNECT MHST</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: £74,580

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>1:1 intervention with TAs trained in SALT/WellComm to improve oracy in school for those children identified.</p> | <p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when</p> | <p>2 4</p> |

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| <p>Helicopter Stories and Poetry Basket 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>Introduce CUSP curriculum in Science, Geography and History with built in vocabulary modules. Track progress of identified groups.</p> | <p>extending and refining children's spoken language.</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>Maths Fluency interventions</p> <p>Mastering Number programme</p> <p>Non-teaching SENCO to monitor progress</p> <p>BR@P intervention</p> <p>RWI 1:1 tutoring for identified children</p> <p>Third Space Learning Y6 one to one tuition</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>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2</p> <p>Mastering Number at Reception and KS1 NCETM</p> <p>Mastering Number at KS2 NCETM</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>4, 5</p> |

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

Budgeted cost: £90,965

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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 2 staff</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>Develop a Team around the Pupil approach</p> <p>Continued use of MELVA programme</p> <p>Develop use of Mental Health Champions in KS2</p> <p>Continue to improve sensory offer</p> | <p>The Public Health England report in 2014 finds a close link between improved outcomes 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>4, 5, 6, 7</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>School Shop</p> <p>Christmas 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> | <p>4, 5,6, 7</p> |

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| <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>Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.</p> | 6 |
| <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> | 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> | 4 5 6 7 |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | 7 |

Total budgeted cost: £ 190,041

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| <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 71% and 3% higher than LA and National data. Percy Main data is 12% higher than other decile 1 and 2 schools. The school has seen a 4% improvement since 2023. The percentage of FSM pupils in the school reaching GLD is higher than the percentage of FSM pupils Nationally reaching GLD. Wellcomm was used to assess and support the curriculum and interventions in Reception. 26% of the children were working within age related expectations at their baseline assessment. 74% were working within the expected range in May. Six out of the eleven children who were assessed as significantly below following the baseline assessment were working within the age-appropriate band by the end of the year.</p> |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</p> | <p>CPD for two leaders with Voice 21 Project. CPD has been disseminated in school. Monitoring has shown a consistency in the progress against teacher benchmarks 1, 2 and 3. Further work is needed with benchmarks 4 and 5. Children know what the expectation is for talk and listening in the classroom and all have made good progress with class targets based on the The Oracy Framework and talk tactics.</p> <p>58% of teachers report being oracy confident. This has increased from 27% but further CPD and support is required. Progress score of 6 based on the end of 2023 2024 survey. This was calculated using the average school benchmark score, combined with teacher confidence score. The school score is the average of each staff member's score. The scale goes from 1 (lowest) to 9 (highest).</p> <p>CUSP curriculum was purchased at the end of the academic year and the vocabulary spines within this will replace previous spines in Science, Geography and History.</p> <p>Progress in writing at the end of KS2 The school has seen an 6% improvement since 2022</p> |

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| | <p>Performance of SEN in the school is higher than the performance of SEN nationally. Performance of FSM6 pupils in the school is in-line with the performance of FSM6 pupils nationally.</p> <p>Attainment across school in writing</p> <p>Progress from individual starting points remains very high. Progress of PP pupils is in-line or higher than non-PP pupils in 4 out of 6 year groups. School monitoring shows that attainment has increased from last year for all year groups. Attainment of PP children was in-line or higher than non-PP children in 4 out of 6 year groups.</p> |
| <p>Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.</p> | <p>The school has seen a 20% improvement since 2022 and a 8% improvement since 2023.</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 FSM6 and SEN in the school scoring 32+ is significantly higher than the percentage of FSM6 and SEN Nationally scoring 32+.</p> <p>End of KS2</p> <p>Reading - FSM6 and SEND boys are achieving in-line with national data. FSM6 and SEND girls are achieving significantly higher than girls nationally and boys within school.</p> <p>Writing - FSM6 and SEND boys are achieving in-line with national data. FSM6 and SEND girls are achieving significantly higher than girls nationally and boys within school.</p> <p>Maths - FSM6 and SEND boys are achieving in-line with national data. FSM6 and SEND girls are achieving significantly higher than girls nationally and boys within school.</p> |

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| <p>Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.</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 and other social issues. We now have five Thrive Practitioners with all CPD up to date to maintain licences. The Pastoral Team secure external agency support via Outreach, Connect Mental Health Team, HIVE, CAMHS and My School Health to support identified pupils in schools. 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. We have supported 15 schools through visits around our wellbeing offer.</p> <p>All KS2 children have been trained as Mental Health Champions with a further group also trained as peer mentors by the Connect MHST who now have a leadership role as Mental Health Champions. All staff completed Restorative Thinking CPD and this approach continues to embed.</p> <p>There were no suspensions in 2023 2024.</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 overall absence trend for the year 2022/2023 was 5.26% and for 2023/2024 it was 5.56%. The average percentage for North Tyneside schools was 5.37%.</p> <p>Our persistent absence percentage for 2023/2024 is 14.57% which is an improvement from 16.67% during 2021/2022 but higher than 2022/2023 which was 13.55%. We were on track to be in line with this figure but chicken pox in EYFS in June and July impacted this. The average percentage for North Tyneside was 13.58%.</p> <p>Attendance for PP pupils (94.3%) was in-line with non-PP pupils (95.3%).</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</p> |

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| | course of the year. Ongoing support and challenge was needed for the remaining group. |
| Families have the confidence to seek out advice and support in order to improve their lives. | <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.</p> <p>School staff and two parent volunteers now run the school shop which is open every Friday afternoon.</p> <p>The school Christmas 'Shop' ran again to support families with very low cost/free items for presents.</p> <p>PP children have accessed HAF events/RISE project events every school holiday in addition to a summer residential trip.</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 |
| Y6 Foundations in Maths and SATs booster | Third Space Learning |