

# Percy Main Primary Pupil premium strategy statement

This statement details our school's use of pupil premium funding, for the 2025 to 2026 academic year, 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	190
Proportion (%) of pupil premium eligible pupils	Current FSM: 98 51.58% Current PP 101 53.16% 4 Post LAC SEND and PP 48 (25% of school population and 70% of SEND cohort are SEND and PP)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kathryn Thompson Headteacher
Pupil premium lead	Kathryn Thompson
Governor / Trustee lead	David Baldwin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,505
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,505

# 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 70% of children with SEND are also PP  Assessments suggest that the percentage of children making expected progress in reading and writing is lower in pupils with SEND and PP compared to their peers.
4	SEND and Pupil Premium 70% 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

	<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>
--	--

## 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
<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>

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"> <li>- 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%.</li> <li>- 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.</li> </ul>
<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>

	Parents of PP pupils engage more fully in whole school activities, including workshops.
--	---

## 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: £24,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WellComm subscription - The complete speech and language toolkit, from screening to intervention.</p> <p>Wellcomm training for ARP staff</p> <p>Voice 21 Oracy Project including training</p> <p>CPD to introduce Cherry Tree Curriculum where needed in EYFS</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&amp;L interventions and creates a firm, broad-base of skills in readiness for all aspects of literacy.</p>	1 2 3
<p>Maintain costs for CUSP curriculum in Science, Geography and History with built in vocabulary modules. Track progress. Purchase CUSP curriculum in ART and DT.</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 literacy and improves academic outcomes. (Voice 21 Project).</p>	2 3

<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>Release time for AHT to implement coaching programme</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>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>Maintain quality of texts for Book Club during guided reading</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><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	3
<p>Continual refinement and enhancement of teaching and curriculum planning for Maths in line with EEF guidance.</p> <p>Replenish resources in maths manipulatives boxes and ensure they are being used effectively.</p>	<p>A high-quality curriculum is key, and NCETM ensures all children receive the best maths learning they possibly 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</p>	4

<p>Introduce Mastering Number@KS2 sessions in Y3</p> <p>Continue to embed Mastering Number sessions in Reception, KS1 and Y4-6</p> <p>Ensure a robust strategic approach to monitoring and evaluation of maths across the year by all leaders, including routine moderation.</p>	<p>how to best deliver the lesson – the most impactful part</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></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&amp;L Toolkit</p> <ul style="list-style-type: none"> <li>• feedback +6 months progress</li> <li>• reading comprehension strategies +6months progress</li> <li>• oral language interventions +6 months</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

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

Budgeted cost: £600

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>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>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language.</p>	<p>2 4</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>Bespoke maths interventions for identified children in all year groups</p> <p>Non-teaching SENCO to monitor progress</p> <p>Maintaining additional SENDCo Leadership and Management release time to target increasing complex SEND</p> <p>Fund an EYFS SENDCO to target increasing need and complex SEND</p> <p>Mastering Number programme</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><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2</a></p> <p><a href="#">Mastering Number at Reception and KS1   NCETM</a></p> <p><a href="#">Mastering Number at KS2   NCETM</a></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: £134,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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</p>	<p>4, 5, 6, 7</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 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>Supervision training for x3 SLT members</p> <p>School of Sanctuary programme</p>	<p>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:  <a href="https://ncse.ie/wp-content/uploads/2021/10/NCSE-SensorySpaces-in-Schools-2021.pdf">https://ncse.ie/wp-content/uploads/2021/10/NCSE-SensorySpaces-in-Schools-2021.pdf</a></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>	4, 5,6, 7
<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>	<p>6 7</p>
<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&amp;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>	<p>4 5 6 7</p>
<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>	<p>7</p>

**Total budgeted cost: £ 160,368**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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 65% which is 5% higher than other decile 1 and 2 schools. It is 3% lower than the national figure. 70% of children reached the expected standard in listening and attention and speaking. Performance of pupil premium pupils in the school is in-line with the performance of pupil premium pupils Nationally.</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>Voice 21 survey results - progress score of 9 (1 higher than target, three higher than last year and this is the highest score that can be achieved).</p> <p>92% of staff report feeling oracy confident against the teacher benchmarks which has increased from a baseline of 27% and an end result of 58% in July 2024.</p> <p>CUSP curriculum was purchased at the end of the academic year 2024 and the vocabulary spines within this replaced previous spines in Science, Geography and History. Pupil book study sessions show good retention of tier 2 and tier 3 vocabulary.</p> <p>Progress in writing at the end of KS2 The school has seen a 5% improvement since 2022</p> <p>The percentage of FSM6 pupils in the school reaching the expected level in Writing is higher than the percentage of FSM6 pupils nationally.</p> <p>Attainment across school in writing</p> <p>Progress from individual starting points remains very high.</p>

	<p>Year 1 - 100% of PP children reached the expected standard and 100% made at least expected progress (in-line with non-PP). CiC pupil reached the expected standard.</p> <p>Year 2 - Attainment and progress of PP children is in line with non-PP which is a 2-year trend.</p> <p>Year 3 - Narrowing the attainment and progress gap between PP and non-PP is an area to continue to focus on (11/16 PP children are also SEND in this year group which impacts)</p> <p>Year 4 -Attainment and progress of PP children is in line with non-PP which is a 2-year trend.</p> <p>Year 5 - 100% of PP children made expected progress (same as non-PP).</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 5% improvement since 2023.</p> <p>The percentage of FSM6 in the school scoring 32+ is higher than the percentage of FSM6 Nationally scoring 32+.</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+ (boys, FSM and SEND performance 19% higher than boys in North Tyneside and girls FSM and SEND performance 38% higher than girls in North Tyneside)</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 in-line with national data.</p> <p>Writing - FSM6 and SEND boys are achieving higher than national data. FSM6 and SEND girls are achieving in-line with national data.</p> <p>Maths - FSM6 and SEND boys are achieving in-line with national data. FSM6 and SEND girls are achieving lower than national data.</p>

<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 23 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 or in 2024 2025.</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 attendance for 2024 - 2025 was 94.4% which was 0.4% less than the national average.</p> <p>Our persistent absence percentage for 2024 2025 was 13% which was 0.4% higher than National Average.</p> <p>Attendance for PP pupils (93.7%) was higher than the national average for PP pupils (92.2%).</p> <p>The attendance gap between disadvantaged pupils and their non- disadvantaged peers in school is 1.9%.</p> <p>The persistent absence figure of 13% is 6.7% less than the median attendance of similar schools. We are ranked 2nd of 21 schools for persistent absence.</p>

	13 children (7 families) were being supported and tracked for being persistently late. This improved significantly for 8 children.
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