

Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Yearly
Statement authorised by	J. Davies
Pupil premium lead	E.Harrison
Governor / Trustee lead	S. Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,550
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£257,550

Part A: Pupil premium strategy plan 2025-28

Statement of intent

Purpose of the Pupil Premium

Our Pupil Premium strategy aims to ensure that disadvantaged pupils achieve well academically, socially, and emotionally. We aim to develop confident, well-rounded, and aspirational individuals who contribute positively to their community, demonstrate strong social skills, and actively engage in their learning. Through this approach, we equip pupils with the knowledge, skills, and resilience required to succeed at school and in later life.

Our Beliefs and Vision

We are committed to ensuring that every pupil makes strong progress and achieves high standards across both the core and wider curriculum. We believe that all children, regardless of background or circumstance, are entitled to high expectations and access to high-quality education. Disadvantage should never prevent a child from reaching their full potential. We are determined to identify and remove barriers to learning, ensuring that every pupil can thrive.

Our Pupil Premium strategy focuses on supporting disadvantaged pupils to achieve their academic, social, and emotional goals, including those individuals who are already high attaining, so that they are prepared for success both now and in the future.

Demography and School Context

Our school is a two-form entry with an attached nursery, local authority-maintained school just outside Birmingham city centre. The local area experiences high levels of deprivation.

The Index of **Multiple Deprivation (IMD) decile scores** (1 = most deprived, 10 = least deprived) for our community are as follows:

Indicator	Score
Index of Multiple Deprivation	1
Barriers to Housing and Services	1
Health and Disability	1
Crime	1
Employment	2
Income	1
Living Environment	1

This context highlights the need for targeted support to ensure all pupils, regardless of circumstance, can succeed.

Guiding Principles

- Teaching is designed to meet the needs of all pupils.
- Effective and adapted provision is made for pupils in vulnerable groups.
- Funding is allocated through a careful needs analysis.
- Not all disadvantaged pupils are eligible for Free School Meals (FSM), and not all FSM-eligible pupils are disadvantaged in other ways.

Ultimate Objectives

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within our school.
- Ensure disadvantaged pupils make progress above nationally expected rates to reach Age-Related Expectations by the end of Year 6, supporting a smooth transition to secondary school.
- Improve outcomes across the wider curriculum, not only in English and mathematics.
- Sustain consistently improving attendance, behaviour, and well-being for disadvantaged pupils.

High-Quality Teaching and Targeted Support

High-quality teaching, consistently delivered, is at the heart of our Pupil Premium strategy. We prioritise strong classroom practice and use a range of assessments to identify where disadvantaged pupils need the most support. Evidence-based, targeted interventions are implemented to address specific gaps in learning and accelerate progress.

Professional development for staff is carefully planned to ensure that teaching meets the needs of disadvantaged pupils, and progress is rigorously monitored. Examples of targeted support include small-group literacy sessions, mathematics booster groups, and focused one-to-one interventions where required.

A Whole-Child Approach

Barriers to learning are not solely academic. We adopt a whole-child approach, considering pupils' social, emotional, and pastoral needs alongside their academic development. Tailored pastoral support is provided for pupils requiring additional guidance, ensuring they are confident, resilient, and able to engage fully with learning. This approach enables pupils to thrive academically and personally, equipping them for future challenges.

Whole-School Responsibility and High Expectations

Supporting disadvantaged pupils is a collective responsibility. All staff are accountable for the progress, attainment, and well-being of these pupils. High expectations and our school's core values underpin all aspects of our practice. Staff challenge, motivate, and inspire every child to achieve their best.

This whole-school commitment ensures that disadvantaged pupils benefit fully from our aspirational curriculum and diverse wider opportunities, narrowing the attainment gap and fostering equity across the school.

Long-Term Strategy and Continuous Improvement

Our Pupil Premium strategy is designed with a long-term focus and is rooted in evidence-informed practice. We regularly review and evaluate the effectiveness of our approach, using assessment data and research evidence to refine strategies, teaching, and interventions.

This continuous improvement cycle ensures that Pupil Premium funding has a sustained impact on outcomes for disadvantaged pupils, supporting our ambition to provide the best possible education for all children.

We will be achieving these objectives through:

- High-quality teaching and learning opportunities delivered by class teachers, specialist staff, and trained support staffs.
- Use of diagnostic assessments to target gaps in learning and inform interventions.
- Additional targeted teaching and learning opportunities, including small group tuition and one-to-one support.
- Structured programmes to support reading, phonics, mathematics, and oral language development.
- Behaviour, nurture, and wellbeing support, including strategies to improve attendance, punctuality and reduce barriers to learning.
- Support for effective transition from EYFS to primary, and from primary to secondary education

Challenges

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




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Challenge number	Detail of challenge
1	Gaps in learning linked to historical interruptions to education
2	Poor or limited language and literacy levels restricting access to the curriculum including those with no English on arrival
3	Parental engagement
4	Attendance and punctuality
5	Social and Emotional Challenges

6	Low aspirations/expectations
7	Narrow life experiences
8	Special Educational Needs and Disabilities
9	Poor housing impacting on well-being and learning
10	Limited home learning resources including ICT
11	High mobility - Newly arrived children including those in temporary accommodation and those with little or no English on arrival
12	Technology access

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																																															
Increased percentage of pupils working at or above age related expectations	<p>Pupil's needs identified at the early stages of development and able to access internal and external support classroom and in addition to classroom support)</p> <p>Disadvantaged pupils will make accelerated progress in reading, writing and mathematics through quality-first teaching and learning</p> <p>Daily/regular targeted intervention sessions for individuals and groups to effectively support pupil's achievement and accelerated progress (within the Increased percentage of pupils working at or above age related expectations</p> <p>The gap between disadvantaged and non-disadvantaged children will be narrowed. In 2025 DfE's Disadvantage Gap Index was 3.14.</p> <p>Teaching and learning is adapted and effective which is supported by a planned and rigorous programme of CPD bespoke to the needs of the teaching and learning in the school.</p> <p>School 2025</p> <table><tr><th colspan="6">Disadvantaged Pupils: Disadvantaged</th><th colspan="6">All Pupils</th></tr><tr><th rowspan="2">Indicator</th><th>School (32)*</th><th colspan="2">LA (8,479)*</th><th colspan="2">NCER National (201,100)*</th><th>School (59)*</th><th colspan="2">LA (16,134)*</th><th colspan="2">NCER National (641,840)*</th><th></th></tr><tr><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Value</th></tr><tr><td>RWM Exp+ </td><td>62.5%</td><td>6.9pp</td><td>55.6%</td><td>14.7pp</td><td>47.8%</td><td>59.3%</td><td>0.7pp</td><td>63.2%</td><td>0.2pp</td><td>62.7%</td><td></td></tr></table>	Disadvantaged Pupils: Disadvantaged						All Pupils						Indicator	School (32)*	LA (8,479)*		NCER National (201,100)*		School (59)*	LA (16,134)*		NCER National (641,840)*			Value	Gap	Value	Gap	Value	Value	Gap	Value	Gap	Value	Value	RWM Exp+ 	62.5%	6.9pp	55.6%	14.7pp	47.8%	59.3%	0.7pp	63.2%	0.2pp	62.7%	
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To improve pupil's social skills and emotional well-	Support pupils (through whole class, group and 1:1 support) with emotional and/or personal needs																																															

being by implementing strategies to address the emotional, social and behavioural needs of disadvantaged pupils	<p>which will help raise confidence and self esteem Pupils are able to self-regulate their emotions Engagement through a creative and inspiring curriculum Early Help will be offered as required to ensure the whole family is being supported and areas of concern are addressed</p> <p>All staff use the therapeutic THRIVE learning approaches to support and communicate with the children in school.</p> <p>Children are aware of strategies to understand and manage their feelings. There are qualified practitioners supporting children's needs across the school</p>
To ensure good attendance and punctuality percentages for pupils eligible for PP in line with national expectation	<p>Overall PP attendance is in line with whole school/other groups' figures Consistently good attendance (above 96%) Pupils have access to an enriched curriculum as a result of good attendance Pupils good attendance will support them in closing the gap with other groups/cohorts – all above 96%</p>
Rigorous tracking and monitoring measure to ensure PP pupils (who are not reaching their full potential) have been identified	<p>Senior management team to ensure robust tracking and monitoring of disadvantaged pupils Appropriate intervention and support in place – personalised learning Reviewing the impact of all provisions and interventions and support in place Tracking using school assessment tool 'Insight Tracking' Closing the Gap/Pupil Progress meetings involving all members of staff supporting any one particular child</p>
To improve pupil's language and basic skills by developing and implementing robust induction policies and procedures which supports strategies to address the learning and emotional, social and behavioural needs of disadvantaged pupils	<p>There is a thorough and robust induction policy in which all staff have clear responsibilities. The policy is followed carefully and children's induction is monitored closely by the Inclusion Lead and the leadership team. Appropriate intervention and support are identified and put in place – personalised adapted learning Reviewing the impact of all provisions and interventions and support in place Tracking process using school assessment tools tracking phonics progress through using the Little Wandle progress trackers and a key marker alongside other assessments including WELLCOMM where necessary. 'Insight Tracking' Closing the Gap/Pupil Progress meetings involving all members of staff supporting any children</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Imbed the wider curriculum (CUSP) across the school	<p>CUSP is an unapologetically ambitious teacher facing curriculum that improve outcomes for pupils, but also teacher subject knowledge. CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching.</p> <p>CUSP Curriculum</p>	1,2,3,4,5,6,7,8,10.1,12
<p>Widening the Inclusion team including:</p> <ul style="list-style-type: none">• adding an assistant SENDCo• having dedicated staff supporting the silver Birch learning provision• dedicated trained THRIVE practitioners lead by the Pastoral Lead who work with children and parents.• providing training so that these staff can be 'experts' in their field and support class based staff in providing high	<p>Widening the Inclusion Team by increasing the SEND department will consist of a trained teacher (in the role of Assistant SENDCO) assessing, organising, modelling and implementing class based strategies and / or interventions to the most vulnerable pupils in order to support children's development across the curriculum.</p> <p>The assistant SENDCo and dedicated staff in our Silver Birch provision provide bespoke learning for our children with the more complex learning needs.</p>	1,2,3,4,5,6,7,8,10.11,12

quality inclusion provision	EEF Special Educational Needs in Mainstream Schools EEF Social and Emotional support THRIVE approach	
,Pastoral Lead who works with families and children to remove barriers	<p>We employ a Pastoral Manager who provides support for individual children across the school.</p> <p>Our Pastoral Manager runs our Early Help support with the support of our attendance team. Our Pastoral Manager is our lead Thrive practitioner.</p> <p>Our trained attendance team support the removal of barriers and facilitate the successful implementation of the Support First process.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning</p>	1,2,3,4,5,6,7, 8,9,10,11.
Dedicated teaching assistants	Our TA's and Inclusion team staff are trained to deliver high impact interventions to raise attainment and achievement to pupils with identified learning needs. They have regular updated training to ensure that the children are constantly receiving the best provision.	1,2,4,5,6,7, 8,11
OPAL playground Team	<p>Our trained OPAL play leaders (overseen by the Pastoral Lead) provide quality experiences for children during their social time both inside and out.</p> <p>We are implementing the OPAL playgrounds philosophy and strategies to ensure good quality play that offers enriched experiences and develops a wide range of children's skills including, language, social, emotional and behavioural.</p>	2,3,4,5, 7, 8,10,11

Whole school training on adaptation for learning	<p>A range of internal and external trainers providing CPD on adapting learning to support children specifically those who are disadvantaged. Training may include local authority and SEND specialists including:</p> <p>Communication and autism team Pupil and school support Developing Local provision FOCCUSS – SEND specialist</p> <p>EEF Adaptive teaching EEF 5 a Day</p>	1,2,3,4,5,6,7,8,9,10,11,12
Recruitment and retention of staff- providing opportunities, training routes	<p>The EEF state that teacher recruitment and retention, particularly in the most disadvantaged areas is one of the most critical issues facing the English education system.</p> <p>EEF Effective Professional Development</p>	<p>Maintaining trained staff to a high level</p> <p>1,2,3,4,5,6,7,8,10,11</p>
Provide CPD to all staff- including step lab/ mentoring and coaching.	<p>There is strong evidence base that suggests that supporting high quality teaching is pivotal in improving children's outcomes</p> <p>EEF Professional Development</p>	<p>Maintaining and training staff to a high level will impact on</p> <p>1,2,3,4,5,6,7,8,10,11</p>
Technology- providing 1:1 devices to all students to support high quality teaching and learning and access to learning at home.	<p>Technology is key in both today's education and workplace. It is essential that children has access to high quality technology and technology teaching so that they can complete in today's work place and gain success in the future.</p> <p>EEF Technology</p>	1,2,3,4,5,6,7,8,10,11,12

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

Budgeted cost: £ 57,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition (1:1) and targeted small group support for EYFS, Key Stage 1 and Key Stage 2 pupils	<p>Personalised tuition is offered to children who are achieving below age related expectations in reading, writing or maths. This personalised learning ensures that children make accelerated progress or sustain good progress This tuition may include but is not limited to:</p> <ul style="list-style-type: none"> • Phonics Rapid Catch up • Maths • WELLCOMM • After school tuition • Targeted intervention groups (all core areas) • Social and emotional • Thrive • Reading Plus • Language Nut – EAL programme <p>EEF Tuition</p> <p>Small Group</p>	1,2,3,4,5,6,7, 8,10,11,12
<i>Key stage 1 Reading intervention- Keep up Catch up Rapid Catch up</i>	In order to sustain/accelerate progress in Reading, participating pupils receive daily support from teaching assistant and teachers who deliver this programme have received specialist training.	1,2,3,4,5,6, 8,10,11
<i>Key Stage 2 Reading Intervention – Rapid Catch up</i>	In order to sustain/accelerate progress in Reading, participating pupils receive daily support from teaching assistant and teachers who deliver this programme have received specialist training.	1,2,3,4,5,6, 8,10,11

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance and Behaviour schemes</i>	<p>Target to improve attendance levels and specifically improve punctuality levels (especially those who are vulnerable or disadvantaged) and pupil's motivation to attend school by implementing a success based system. To include class displays, rewards and recognitions.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p>	1,2,3,4,5,6,8,10,11
<i>Children as Leaders</i>	<p>The school is developing a leadership for children. Leadership roles may include but is not limited to :</p> <ul style="list-style-type: none"> • Prefects – school strategic development • School council- pupil voice • Well-being team – emotional health • Opal play leaders – social, emotional and play development • Librarians • Club leaders <p>Children will have uniforms, badges and status for their roles which will include leading assemblies, presentations and events.</p> <p>Children exhibit leadership traits early developing through practice, positive role models, supportive environments (school), research identifies key skills (problem-solving, communication, initiative) and links perceived peer/family support to ambition, proving leadership isn't just innate but cultivable. Studies track positive leaders (children) in classrooms and show interventions can shift negative traits, highlighting the role of external factors in shaping these capacities.</p> <p>Children developing as Leaders - Science direct</p>	1,2,3,4,5,6,7,8,10,11,12

<p><i>Emotional well-being and behavioural support delivered through a variety of programmes for targeted children including THRIVE, Lego Therapy (Brick Club)</i></p>	<p>Low self-esteem can be evident in some disadvantaged pupils and the need to encourage and instil confidence and resilience outside of the classroom environment is of paramount importance.</p> <ul style="list-style-type: none"> • Children with a need for additional support / or monitored from past support will have 3 houses assessments at the start of each term led by the pastoral lead. • Therapeutic and pastoral group activities and some one to one will take place to support identifying the children's needs. Groups may include (but are not limited to): <ul style="list-style-type: none"> - THRIVE - Brick club - One to one pastoral <p>https://www.thriveapproach.com/about-thrive/impact-ofthrive/</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1,2,3,4,5,6,7,8,10,11</p>
<p><i>Swimming pool to be placed on site during the summer term to develop vital well-being and life skills development</i></p>	<p>Swimming is a life skill. Our school is located in between a canal and a reservoir therefore it is a very important life skill for our children. Many children do not access local leisure facilities and therefore have limited access to developing their swimming skills. We believe that being able to swim is essential for our children therefore we have decided to have a swimming pool located on site for the entirety of the summer term where all children will learn to swim including our children with additional and complex needs. This also contributes to their fitness and healthy life styles choices both in the present and in developing long term healthy habits.</p> <p>DFE Swimming</p> <p>Institute of health - Developing children's movement skills through swimming</p> <p>Sport England - Swimming reduces deaths</p>	<p>3,4,5,6,7,8,11</p>
<p><i>Enrichment activities and clubs</i></p>	<p>We strive to offer our children enrichment and club activities to ensure that they have access to important skills and social opportunities</p>	<p>3,4,5,6,7,8,10,11,12</p>

	which normally they may not. We ensure that pupil premium children are given access to all clubs / enrichment activities throughout the year. This will include opportunities for more able disadvantaged children such as music tuition.	
<i>Contingency fund for acute issues.</i>	<i>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.</i>	<i>1,2,3,4,5,6,7,8,9,10,11</i>

Total budgeted cost: £ £257,550

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Despite exceptionally high pupil mobility, including pupils new to the country, with limited prior schooling or English acquisition, disadvantaged pupils achieved outcomes significantly above local authority and national averages across all statutory assessments.

This success reflects the school's strong emphasis on high-quality teaching, early identification of need, targeted intervention, and comprehensive pastoral support. Improvements in attendance, wellbeing, self-regulation and parental engagement have directly contributed to improved academic outcomes.

Outcomes 2024-25

Data 2024-25

In 2025, standards in Reading, Writing and Mathematics at KS 2 are just below national at expected and above. KS2 combined is broadly in line with national. At KS1, the school is achieving above national at expected plus for reading, writing, maths and combined. (National data 24/25.) Both GLD and phonics are above national.

Phonics

Year 1 90.74% (National 79.9%)

Year 2 71.4% 10/14

ELG

GLD was 75 % (National 68.3 %)

Data 24/25				
KS1	Exp + (School)	National (24/25)	Greater Depth (School)	National (22/23)
Reading	79 %	71 %	15%	18.8 %
Writing	67%	64 %	14%	8.2%
Mathematics	78%	72 %	10%	16.3 %
Combined (R,W,M)	64%	59 %	3 %	6.2 %

KS2	Exp + (School)	National (24/25)	Greater Depth (School)	National (24/25)
Reading	69%	75 %	26%	33 %
Writing	68%	72 %	12%	13 %
Mathematics	70%	74 %	16 %	26 %
Combined (R,W,M)	60%	62 %	9 %	8%

Groups of Children

EAL

In school 41% 24/59 of pupils at the end of key stage 2 had a first language other than English. 6 children who were new to the country with EAL joined during Year 6. 4 of these children had no English.

School is below national for all areas including combined (24/25)

KS2	Exp + (School)	National (24/25)	Greater Depth (School)	National (23/24)
Reading	62%	73%	17%	26.7%
Writing	57%	73%	13%	13.2%
Mathematics	67%	77%	17%	29.5%
Combined (R,W,M)	52%	64%	8%	8.4%

Disadvantaged

In school, 54% 32/60 of pupils at the end of key stage 2 were considered disadvantaged . School is above Birmingham and National for all areas (Reading, writing and maths) as well as combined. At greater depth standard school is achieving above national (23,24) in reading and maths as well as being in line with national greater depth standard for combined.

KS2	Exp + (School)	National 24/25	Greater Depth (School)	National 23/24
Reading	71.9%	63.4%	25%	17.9%
Writing	75 %	59.5%	3%	6.2%
Mathematics	71.9 %	60.8%	16 %	12.6%
Combined (R,W,M)	65.6%	47.6%	3%	3%

SEND

In school 9% 5/59 children (2ch were SEMH) of pupils at the end of key stage 2 had a SEN need. In KS2 school is broadly in line with national for reading and above for writing, maths and combined. In KS1, children with SEND are achieving above national in all areas including combined.

KS2	Exp + (School)	National (24/25)	Greater Depth (School)
Reading	40%(2 ch)	42.2%	20%(1 ch)
Writing	40%(2 ch)	32.2%	20%
Mathematics	40%(2 ch)	39.8%	20%
Combined (R,W,M)	40%(2 ch)	23.8%	20%

EYFS (Reception) GLD

Disadvantaged children are achieving well above both national and the local authority.

Phonics- Year 1

Disadvantaged children are achieving well above both national and the local authority.

KS1 Reading

Disadvantaged children are achieving well above both national and the local authority.

KS1 Writing

Disadvantaged children are achieving above both national and the local authority.

KS1 Maths

Disadvantaged children are achieving well above both national and the local authority.

KS1 Combined (RWM)

Disadvantaged children are achieving above both national and the local authority.

KS 2 Reading

Disadvantaged children are achieving above both national and the local authority.

KS2 Writing

Disadvantaged children are achieving above both national and the local authority.

KS2 Maths

Disadvantaged children are achieving above both national and the local authority.

KS2 Combined (RWM)

Disadvantaged children are achieving above both national and the local authority.

Well-being and Pastoral

Our assessments and observations have indicated that our children's behaviour, wellbeing, and mental health can become barriers to their learning and social

friendships. This has been evident particularly in some of our disadvantaged children. We have used targeted interventions (Thrive) and individual pastoral support from the Inclusion Team staff to help these children be better equipped to deal with daily life and support them in being 'ready to learn'. The continued good work carried out by our, Inclusion Team including our pastoral lead, has resulted in families and children being well-supported in regulation strategies, well-being, behaviour, and attendance / punctuality. The team continues to offer Early Help support and this has been further strengthened by the implementation of one-to-one support meetings. The updated behaviour policy (with levelled pastoral support plans) alongside structured and bespoke staff CPD training to support the children has significantly reduced the number of behaviour incidents that disrupt learning.

Attendance

Attendance tracking and strategies are having a significant positive impact on overall attendance. Pupil premium children's attendance is in line or above national and this is reflected in their academic progress.

The rewards systems put in place for the children have motivated them to attend school especially with our disadvantaged children. Attendance of all pupils, especially that of our most disadvantaged, is monitored using our management system Bromcom alongside our attendance tracker which is supported by SOL Attendance. Children's attendance and absence is tracked daily so that early intervention can be implemented at the earliest opportunities. The school has provided:

- Increased breakfast club and afterschool club places for some of our disadvantaged children to help remove a barrier to learning.
- transport costs
- one to one support for Early help / signposting

Parents have generally welcomed the support and therefore there has been a positive impact on the pupils' attendance. This has then resulted in an increase in accessing high quality learning opportunities on a more consistent basis.

The teachers have continued to have up to date and bespoke attendance training to support their understanding of barriers that our disadvantaged families might face.

In addition to this the pastoral team including our attendance pastoral support has:

- Increased provision for a greater number of our disadvantaged families to improve attendance of their children. Provision has included home visits, Early Help, nurse appointments. The pastoral team's continuous initiative-taking nature of supporting parents applying for self-referrals means that more parents are willing to access the support they are entitled to as they can be in control of the process.

			FSM DfE figures include all schools				Pupil Premium			
	Overall attendance Primary Schools	Overall absence Primary Schools	Attendance	Absence rate	PA	SA	Attendance	Absence rate	PA	SA
School Full academic year	94%	6%	93%	7%	17.2%	2.1%	92.9%	7.1%	13%	2.15%
National	94.8%	5.16%	89.4%	10.6%	31%	3.98%	Not yet released at time of review			
DfE attendance figures are based on autumn / spring 2024-2025 as full academic year figures have not yet been released.										