

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Abbey Mead Primary Academy
Number of pupils in school	724
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gary Aldred
Pupil premium lead	Gary Aldred
Governor / Trustee lead	Mark Oldman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,110 + EYFS PP
Recovery premium funding allocation this academic year	£0
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	£119,110 + EYFS PP

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including appropriately challenging those who are already high attainers.

We consider carefully the barriers faced by our vulnerable pupils, such as those who have a social worker or those who have faced Adverse Childhood Experiences. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme 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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations 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	<p>QFT</p> <p>Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching</p>
2	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. A lack of opportunities to hear good language models outside of school leads to impoverished language opportunities for many of our children. Gaps are evident from Reception through to KS2 and in general, are more prevalent and difficult to close among our disadvantaged pupils than their peers.</p>
3	<p>Pastoral</p> <p>A lack of diverse lived experiences outside of school limit the cultural capital of our many pupils and hinder children’s development</p> <p>Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified social and emotional issues for many pupils, which were notably exacerbated by a lack of enrichment opportunities during school closures and more widely through extended lockdowns in Leicester. These challenges particularly affected disadvantaged pupils, which have had a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.</p> <p>Teacher requests for additional support and referrals exemplify that an increased number of pupils are in need of higher levels of pastoral support and intervention.</p> <p>Inclusion & Wellbeing Advocate figures – 32 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs, these pupils are receiving small group interventions.</p> <p>DSL figures - 19 pupils (13 of whom are disadvantaged) currently require varying levels of additional support and monitoring due to ongoing social care issues.</p> <p>Our Mental Health Practitioner is also working alongside identified pupils to provide greater social and emotional support.</p>
4	<p>Phonics & Early Reading - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading than their peers. This was exacerbated during extended lockdowns by a lack of access to high quality texts within households.</p>
5	<p>Attendance</p> <p>Our attendance data over the last 3 years has demonstrated that the attendance of PP children has been below that of the wider cohort. Data analysis has shown that for PP children identified as Persistent Absentees, there is a pattern of sporadic and sustained absence.</p>

	<p>Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers. At the beginning of this academic year (2021-22) the attendance of PP children was 95.5% in comparison to 96.3% for our whole school attendance. This percentage difference is comparable for the past 3 years.</p> <p>A greater percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during this same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
PP children leave Abbey with the ability to articulate their thoughts and contribute to discussions freely.	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Precision quality first teaching is deployed across the school to close gaps in language acquisition (Voice 21) – Where gaps exist, they are identified quickly, addressed and narrowed as evidenced through rising attainment.</p>
All PP children leave Abbey with the ability to read to an Age-Related Expectation	<p>KS2 reading outcomes between 2022 and 2025 show an improving picture in regard to the % of disadvantaged pupils meeting the expected standard.</p> <p>Where challenges exist, they are identified quickly, addressed and narrowed through deployment of additional intervention (BRP)</p>
Children at Abbey have access to a rich Cultural Capital Offer through both our purposeful and enriched school facilities and through educational visits.	All pupils have access to our Abbey Offer of enrichment; with PP pupils being afforded additional opportunities to broaden their experiences and aspirations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so to lessen the impact of Adverse Childhood Experiences	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • retain low levels of low-level disruption and exclusion rates

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities; particularly among disadvantaged pupils • increased parental engagement
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained and improved levels of high attendance between 2021/22 and 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with school wide attendance • the percentage of all pupils who are persistently absent being below 10% taking account of demographic context and the figure among disadvantaged pupils being below the school wide % in comparison to their peers.

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: £59,150.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and deployment of additional staff member to facilitate early language development and oracy interventions in the EYFS	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>Resource - TA salary- 27.5 hours per week - £15,077.13</p>
Embed Oracy principles and dialogic activities, as directed by our Voice 21 approach,	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Resource – release time for bespoke Voice 21 training of Oracy Champions,</p>

<p>across the school curriculum. These will support pupils in articulating key ideas, consolidating understanding and This will be achieved through purchasing additional resources, and funding ongoing teacher training and release time.</p>	<p>Through establishing a whole school approach, we will bring about consistency in our Quality First Teaching of Oracy.</p>	<p>whole school CPD, Oracy resources and dissemination to wider staff.</p> <p>Voice 21 Subscription = £2,500</p> <p>Talk Boost Subscription = £1000</p>
<p><i>Appointment of a phonics lead to undertake bespoke phonics training, carryout phonics review and disseminate training so to ensure synthetic phonics approach enhances early reading offer (coaching new members to the team and establishing school wide approach)</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p> <p>Resource – TLR for phonics lead, biweekly release time, commissioning of phonics reviews, additional resources and redeployment of teaching assistant hours</p> <p>TLR - £1,800</p>
<p><i>Broaden the capacity and remit of the reading team through providing additional release time to implement consistent reading strategies; including the</i></p>	<p>Literacy KS1 Guidance Report 2020 2021-09-23-134225 lfml.pdf</p> <p>Recommendation 2</p> <p>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p>	<p>4</p> <p>Resource-weekly release time, appointment of additional reading leads, subscription to Accelerated Reader, loaning of devices to PP children were deemed necessary</p>

<i>introduction of Accelerated Reader across the school</i>	Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.	
<i>Through the recruitment and deployment of additional teachers to both KS1 & KS2, we aim to improve the QFT offer of pupils through reducing group sizes and offering targeted QFT.</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Research by the Education Endowment Foundation (EEF) shows that <i>during the primary school years</i>, children get the most benefit from being in a small class. In their key findings on 'Reducing Class Sizes' they note that reducing class sizes has a positive impact of +2months each year</p> <p>1FTE additional teacher in Year 3 (Autumn term 1)</p> <p>1FTE additional teacher in Year 3 and later in Year 6 to add additional capacity for targeted teaching in order to reduce class sizes and offer a bespoke curriculum (Spring & Summer term)</p>	<p>1</p> <p>Resource-Deployment of teaching staff to reduce group sizes</p> <p>CR = £8,717 AU = £24,466 SC = £15,255</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p> <p>Resource – Equivalent to 1 TA</p> <p>TA Deployment to Year 3 (Spring & Summer term – 4 days a week)</p> <p>LC - £8,575</p>
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>Resource – subsidise and top up tuition for PP pupils.</p> <p>Costings of this are to be finalised through DfE suggested figures and union agreement. TMET</p>

the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		to send through finalised hourly pay. 40% Subsidy = £5,000
<i>Deploy effective reading interventions which have a proven track record through extending the school day for identified pupils (Primarily BRP support before and after school)</i>	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Recommendation 8 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 & 4 Resource – Cover the cost of TA overtime to deliver BRP and extend school day £5000
<i>Subsidised School Trips & Residential</i>	Children from low-income households more than 4x more likely to miss out on social interactions. (University of Leeds 2018) Exacerbated by the closures of all services during the Pandemic. No school trips were run from March 2020-June 2021	2 & 3 Resource – Allocation of enrichment budget to fully fund the attendance of PP pupils on enrichment experiences and broaden after school club offer. (Budget - £8300) Music Enrichment for PP pupils £914.16

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Deploy effectively our Inclusion & Wellbeing Advocate, Mental Health Practitioner and Specialist teacher to</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	<p>3</p> <p>Resource – Deployment of specialist Trauma Informed Practitioner – 1 day a week = £12,519</p> <p>TIP CPD =</p>

provide bespoke programmes and training to best support pupils facing deficits.	performance, attitudes, behaviour and relationships with peers). Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Inclusion and Wellbeing Advocate - RM = £8,884
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and further improving behaviour across school; encouraging greater character development	Both targeted interventions and universal approaches can have positive overall effects. As a school, we recognise that effective de-escalation techniques are essential in ensuring we best meet our pupils needs and believe TEAM TEACH Training offers an effective model of this. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3 Resources – support of Removing Barriers to Learning team, allocation of CPD time, development of Character Muscles. £2,500
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	5 Resources – TMET Attendance Network, LA Attendance Network, commissioning of EWS, deployment of Attendance Officer. 3/5 Salary = £13,680

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

	CHALLENGES	PROVISION & IMPACT																																			
1	<p>QFT</p> <p>Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching</p>	<p>Focus on Teaching & Learning Pedagogy determined by research (Rosenshine)</p> <ul style="list-style-type: none"> Weekly updates provided through daily diary – focusing on principles of high-quality teaching and learning. Dissemination of ECT practice and research through school wide CPD and teacher led development Successful completion of ECT year for 3 teachers and 2 terms for a 4th teacher. Successful completion of ECT+1 year for 3 teachers Highly focused PDR targets and CPD opportunities (OTP, NPQ programmes) Successful completion of the OTP programme for 3 teachers (SR, CR & ET) Successful completion of NPQTL for 3 leaders (KR, NK, SS) Targeted support through employment of additional teachers whose deployment is determined by data analysis and cohort specific needs <p>Year 6 – Additional Teacher</p> <ul style="list-style-type: none"> In reading, 91% of pupils made expected or better progress with 56% of pupils making better than expected progress. In writing, 91% of pupils made expected or better progress with 60% of pupils making better than expected progress. In reading, 92% of pupils made expected or better progress with 47% of pupils making better than expected progress. Focus on attainment and progress of PP pupils during Pupil Progress Meetings – directing future QFT & intervention focus. <table border="1"> <thead> <tr> <th>ATTAINMENT KS2 %</th> <th colspan="2">DA</th> <th colspan="2">Others</th> </tr> <tr> <th></th> <th>21/22</th> <th>2022 NA</th> <th>21/22</th> <th>2022 NA</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>64</td> <td>43</td> <td>82</td> <td>65</td> </tr> <tr> <td>R</td> <td>79</td> <td>62</td> <td>88</td> <td>80</td> </tr> <tr> <td>W</td> <td>64</td> <td>55</td> <td>83</td> <td>75</td> </tr> <tr> <td>M</td> <td>71</td> <td>56</td> <td>90</td> <td>78</td> </tr> <tr> <td>EGPS</td> <td>-</td> <td></td> <td>-</td> <td></td> </tr> </tbody> </table>	ATTAINMENT KS2 %	DA		Others			21/22	2022 NA	21/22	2022 NA	RWM	64	43	82	65	R	79	62	88	80	W	64	55	83	75	M	71	56	90	78	EGPS	-		-	
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2	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. A lack of opportunities to hear good language models outside of school leads to impoverished language opportunities for many of our children. Gaps are evident from Reception through to KS2 and in general, are more prevalent and difficult to close among our disadvantaged pupils than their peers.</p>	<ul style="list-style-type: none"> Low starting points in the EYFS, contributed to by EAL factor, resulting in a significant focus on language as supported by EEF research. Modelled language and activities promote spoken language Recruitment and deployment of additional teaching assistant to the EYFS has had a positive impact upon S&L opportunities for pupils; though this has been hindered by COVID-19 absences of pupils and staff. Deployment and focus on additional Tuition (outside of funded tuition) to identified reception pupils has had a notable impact upon pupil attainment resulting in 62% of pupils reaching a GLD. In addition, a high proportion of pupils achieved the ELG for Speaking and Listening. Through targeted CPD in the EYFS, staff have focused upon Parten's 6 stages of play - The 6 Stages of How Kids Learn to Play Child Development (pathways.org). Observations and baseline assessments revealed that post COVID-19 lockdowns, pupils held under developed social skills. Through tailored QFT and the development of continuous provision, pupils have been facilitated in progressing from solitary/parallel play to associate/cooperative play. Commissioning of Oracy consultant (Voice 21) and appointment of Oracy Leads School wide staff have participated in a series of CPD sessions aimed at upskilling colleagues in the analysis, identification and teaching of specific Oracy skills. Teaching Assistants have also participated in specific oracy training (17-06-2022) 																																			

		<ul style="list-style-type: none"> Pupils have participated in several Oracy surveys to benchmark and evaluate the teaching of Oracy (Oracy Surveys) Oracy focus across the school, providing pupils with scaffolds and opportunities to articulate themselves Lunchtimes have been restructured in order to promote social language opportunities, modelled by Senior Leaders. School wide CPD focussed on different elements of Oracy (Physical, Linguistic, Cognitive, Social & Emotional) 																					
3	<p>Pastoral</p> <p>A lack of diverse lived experiences outside of school limit the cultural capital of our many pupils and hinder children's development</p> <p>Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified social and emotional issues for many pupils, which were notably exacerbated by a lack of enrichment opportunities during school closures and more widely through extended lockdowns in Leicester. These challenges particularly affected disadvantaged pupils, which have had a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.</p> <p>Teacher requests for additional support and referrals exemplify that an increased number of pupils are in need of higher levels of pastoral support and intervention.</p> <p>Inclusion & Wellbeing Advocate figures – 32 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs, these pupils are receiving small group interventions.</p> <p>DSL figures - 19 pupils (13 of whom are disadvantaged) currently require varying levels of additional support and monitoring due to ongoing social care issues.</p> <p>Our Mental Health Practitioner is also working alongside identified pupils to provide greater social and emotional support.</p>	<ul style="list-style-type: none"> Fully subsidised enrichment opportunities for all PP pupils (Cultural Capital offer has been designed specifically to broaden the lived experiences of PP pupils [and those with SEND] to increase aspirations – coding club, Pedestrian, reading visits, curriculum visits, Etc.) Organisation of Year 5 & 6 careers fair, with dedicated time spent speaking with PP pupils about aspirations, careers and next stages of their education. Running of bespoke programmes focussed on narrowing social and emotional deficits Flourish programme aimed at providing a greater awareness of social and emotional skills Sessions run by Education Mental Health Practitioner focusing on anxiety through low intensity Cognitive Behaviour Therapy. School wide provision of Music teacher and sourcing of peripatetic music lessons (good uptake by PP pupils). Prioritised and free spaces at extracurricular clubs and enrichment opportunities Balanceability for pupils in the EYFS to build gross motor skills – Uptake of extra-curricular clubs (Club Registers) Enrichment offer across each year group is carefully planned out to enhance lived experiences Sourcing of enrichment opportunities which provide broader cultural opportunities (RE visits, in house performances) Appointment of Inclusion & Wellbeing Advocate who works with pupils with social and emotional deficits, predominantly PP and pupils with SEND) Pastoral registers & notes Commissioning and securing of Mental Health Practitioner on site to work with pupils with identified challenges; with a significant proportion of pupils being PP pupils and pupils with SEND. SEND CPD for school wide staff focusing on understanding behaviour as communication, identifying and catering for additional needs. EYFS & KS1 Team Teach training – focusing on dysregulation and de-escalation Teaching of Personal Development Bespoke and tailored work for pupils with identified needs, working closely with external agencies and specialist providers. 																					
4	<p>Phonics & Early Reading -</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading than their peers. This was exacerbated during extended lockdowns by a lack of access to high quality texts within households.</p>	<ul style="list-style-type: none"> Targeted support and intervention through BRP Targeted interventions as evidenced through provision maps and intervention timetables Targeted support through after school and weekend tuition run by teachers and NTP certificated staff Appointment of new phonics lead, commissioning of review and development of phonics approach leading to greater consistency. Year 1 Phonics Screening indicated 78% of pupils have reached the expected standard with a good number of remaining pupils scoring within reaching distance of the expected standard. <table border="1"> <thead> <tr> <th>Mark Range</th> <th>Number of pupils</th> <th></th> </tr> </thead> <tbody> <tr> <td>36-40</td> <td>50</td> <td>Strong Pass</td> </tr> <tr> <td>32-35</td> <td>20</td> <td>Pass</td> </tr> <tr> <td>25-31</td> <td>8</td> <td>Close</td> </tr> <tr> <td>18-24</td> <td>1</td> <td></td> </tr> <tr> <td>13-18</td> <td>7</td> <td></td> </tr> <tr> <td>0-12</td> <td>5</td> <td></td> </tr> </tbody> </table>	Mark Range	Number of pupils		36-40	50	Strong Pass	32-35	20	Pass	25-31	8	Close	18-24	1		13-18	7		0-12	5	
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5	Attendance	<ul style="list-style-type: none"> Bespoke attendance analysis & Identification of barriers contributing to absenteeism 																					

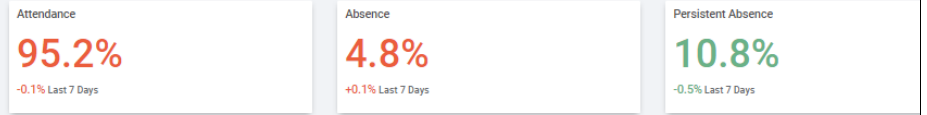
Our attendance data over the last 3 years has demonstrated that the attendance of PP children has been below that of the wider cohort. Data analysis has shown that for PP children identified as Persistent Absentees, there is a pattern of sporadic and sustained absence.

Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers. At the beginning of this academic year (2021-22) the attendance of PP children was 95.5% in comparison to 96.3% for our whole school attendance. This percentage difference is comparable for the past 3 years.

A greater percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during this same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

- As of 30-06-2022 - Pupil Premium 94.3%; school attendance 95.2%
- Clear breakdown of categorisations and coding
- Bespoke support for identified pupils; utilising in house tiers to remove barriers
-
- Close professional relationship between the school and Education Welfare Service
- Maintained attendance percentages for

Headline Figures (22/08/2021 - 29/06/2022)



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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.