



St Thomas CE (VC) Primary School

Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas CE (VC) Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	41.2% 168 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2027-2028
Date this statement was published	October 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Meade (Headteacher)
Pupil premium lead	Cat Goddard
Governor / Trustee lead	Jo Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 248,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch-up Premium funding carried forward from previous year	£0
Total budget for this academic year	£248,640

Part A: Pupil premium strategy plan

Statement of intent

At St. Thomas CE (VC) Primary School, our goal is to provide opportunity and success for all students, particularly those receiving the Pupil Premium. We believe effective spending should raise standards, close achievement gaps, and expand opportunities for our most disadvantaged pupils. We recognise eligibility for Pupil Premium does not imply low ability. Our focus is on ensuring disadvantaged pupils achieve their highest potential.

We adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise achievement expectations.

At St Thomas we quickly identify Pupil Premium-eligible students in order to provide effective support. Our needs analysis is an ongoing process throughout each pupil's learning journey. We have a dedicated team that identifies and supports students not making expected progress, this is rooted in our assessment and appraisal procedures. Through these structures we identify gaps, create action plans and provide timely interventions as well as discuss vulnerable students in regular performance meetings with the leadership team. School leaders collaborate with professionals and the community to make strategic decisions and regularly evaluate intervention effectiveness for individual pupils.

We integrate our Pupil Premium and Recovery Premium funding into broader school support and improvement systems, regularly monitoring and evaluating our strategies to maximize progress.

To ensure effectiveness we use our four-strand strategy for Pupil Premium to ensure every eligible child is supported through:

- SUPPORT TO LEARN
- NURTURE TO LEARN
- ENGAGE TO LEARN
- EXTEND TO LEARN.

Senior Staff ensure these funds have the necessary impact, with a designated governor responsible for oversight and a coordinated senior leadership team implementing plans. The Governors' Standards and Effectiveness sub-committee holds the school accountable for spending impact. Pupil Premium spending is reviewed continuously, with future priorities set based on new research and self-evaluation processes.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that the number of children eligible for PP not achieving in line with their non-PP peers in terms of attainment is higher. There is a significant gap in achievement, with PP pupils consistently underperforming compared to their non-PP peers, indicating a need for targeted interventions to close this gap.
2	Assessment data shows that a significant number of PP pupils are not attaining ARE in all three core subjects: This underachievement is particularly concerning in areas such as reading, writing, and math, where the majority of PP pupils are not meeting age-related expectations, necessitating a focused strategy to support these students.
3	Increase in the number of children needing support with SEMH needs : These challenges are contributing to a lack of engagement and resilience in learning, further exacerbating the academic gap and requiring comprehensive support for emotional and social development.
4	The majority of our families have high aspirations for their children but are facing the barriers of lack of time, capacity, and resources: This reality highlights the need for the school to provide additional support and resources to bridge the gap between home and school, ensuring that all children can reach their full potential.
5	Lower than expected levels of development on EYFS baseline particularly in Communication and Language and PSHE: This underdevelopment in key areas, such as communication and language, and personal, social, and emotional development, suggests an early intervention is critical to improve outcomes as children progress through the school.
6	Attendance and punctuality (including PA): Despite efforts, there is still a noticeable gap between the attendance of non-PP children and PP children, with persistent absenteeism (PA) being particularly concerning, which necessitates further targeted strategies to improve attendance rates among PP pupils.

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>The intended outcome is to close the attainment gap between PP (Pupil Premium) pupils and their non-PP peers in all core subjects. By implementing targeted interventions, the goal is to ensure that a significantly higher percentage of PP pupils achieve Age-Related Expectations (ARE) in reading, writing, and mathematics, bringing their performance in line with that of their non-PP peers.</p>	<p>Reduced Attainment Gap: The attainment gap between PP and non-PP pupils in reading, writing, and mathematics is reduced compared to the previous year.</p> <p>Increased ARE Achievement: The percentage of PP pupils meeting Age-Related Expectations (ARE) in all three core subjects increases by at least 10% by the end of the academic year.</p> <p>Effective Implementation of Interventions: PP pupils involved in targeted interventions make expected or better-than-expected progress, as evidenced by termly assessments.</p> <p>Consistent Progress Across Terms: PP pupils show consistent academic improvement across all assessment periods, with termly data reflecting a steady reduction in the attainment gap.</p> <p>Improved Engagement and Confidence: There is an observable increase in PP pupils' engagement and confidence in learning, as reported by teachers and reflected in classroom participation and formative assessments.</p> <p>Positive Feedback from Stakeholders: Positive feedback is received from parents, pupils, and teachers regarding the impact of the interventions, indicating that the strategies employed are effectively supporting PP pupils' academic growth.</p>
<p>The intended outcome is to increase the percentage of PP (Pupil Premium) pupils attaining Age-Related Expectations (ARE) in reading, writing, and mathematics. The focus is on ensuring that a majority of PP pupils meet or exceed the expected standards in these core subjects, thereby reducing the</p>	<p>Increased ARE Achievement: The percentage of PP pupils meeting Age-Related Expectations (ARE) in reading, writing, and mathematics increases by the end of the academic year.</p> <p>Targeted Support Effectiveness: PP pupils receiving targeted support in reading, writing, and math demonstrate measurable improvement, with the majority reaching ARE by the end of the year.</p>

<p>overall underachievement and aligning their performance more closely with that of their peers.</p>	<p>Closing the Subject-Specific Gaps: Significant progress is made in closing the attainment gaps in each of the core subjects individually (reading, writing, and math), with a reduction in the gap between PP and non-PP pupils.</p> <p>Consistent Monitoring and Adjustments: Regular assessments show consistent progress among PP pupils throughout the year, with intervention strategies adjusted as needed to ensure ongoing improvement.</p> <p>Improved Student Engagement: PP pupils show increased engagement and confidence in reading, writing, and mathematics, as reflected in classroom participation, teacher observations, and formative assessments.</p> <p>Positive Feedback and Collaboration: Positive feedback from teachers, students, and parents on the effectiveness of the strategies used, with evidence of improved collaboration between school and home in supporting the pupils' learning.</p>
<p>Improve the social and emotional well-being of pupils by providing targeted support and increasing engagement both inside and outside the classroom. This will lead to increased resilience, and overall academic performance, with pupils better equipped to participate fully in their learning and bridge the existing academic gap.</p>	<p>Holistic Development: Improvements in social and emotional well-being are observed among PP pupils, with a corresponding increase in engagement and participation in classroom activities, as evidenced by teacher observations and pupil feedback.</p>
<p>Strengthen the partnership between home and school by providing families with the resources, time, and support needed to actively engage in their children's education. This will result in more consistent parental involvement, better learning support at home, and improved academic outcomes for pupils.</p>	<p>Increased Parental Engagement: There is a noticeable increase in parental involvement and support for learning at home, with PP families participating in school-led workshops or engagement activities aimed at supporting their children's education.</p>

<p>Enhance early years' development through focused interventions that target key areas such as communication, language, and personal, social, and emotional development. This will ensure that children are better prepared for the transition to formal education, leading to improved outcomes as they progress through the school.</p>	<p>Improved Early Years Foundation Stage (EYFS) Outcomes: A measurable increase in the percentage of children meeting or exceeding expected levels in communication, language, and personal, social, and emotional development by the end of the EYFS.</p> <p>Successful Transition to Formal Education: Children demonstrate readiness for formal education as evidenced by smooth transitions into Key Stage 1, with fewer instances of needing additional support due to underdevelopment in key areas.</p> <p>Effective Interventions: Targeted interventions are shown to be effective, with children involved in these interventions making expected or better-than-expected progress in the identified areas of need.</p> <p>Increased Parental Engagement in Early Years: Higher levels of parental involvement in early years programs and workshops, with parents actively participating in activities designed to support their child's development at home.</p> <p>Positive Feedback from Staff and Parents: Positive qualitative feedback from both staff and parents regarding the children's development and preparedness for formal education, indicating that the interventions have had a noticeable impact.</p> <p>Longitudinal Progress Tracking: Children who received early interventions show sustained progress as they move through the school, with ongoing assessments indicating continued development in key areas such as communication and social skills.</p>
<p>Reduce the gap in attendance and punctuality between PP and non-PP pupils by implementing targeted strategies to address the underlying causes of persistent absenteeism. Improved attendance will lead to better continuity in learning, resulting in higher academic achievement and greater engagement in school activities.</p>	<p>Enhanced Attendance: Attendance rates for PP pupils improve, with a marked decrease in persistent absenteeism (PA) among PP students.</p>

Activity in this academic year

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

We have a 4-strand approach to the efficient use of PP. Every PP child is identified within AT LEAST one strand.

- SUPPORT TO LEARN
- NURTURE TO LEARN
- ENGAGE TO LEARN
- EXTEND TO LEARN

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: (LM £60,992) (CPD programs and staff training £6,014) (TLR total £18,779)

TOTAL: £85,785

Improving outcomes for Pupil Premium students through a focus on high-quality teaching, CPD, recruitment, and retention requires a strategic, whole-school approach. By investing in targeted professional development, attracting and retaining talented educators, and fostering a culture of excellence and data-driven practice, schools can create an environment where disadvantaged students thrive academically and personally.		
Activity	Evidence that supports this approach	Challenge number(s) addressed
The DHT, Middle Leaders, and TLR Leads will collaborate closely with teachers to cultivate high-quality teaching practices, ensuring that all instruction meets or exceeds the 'Good' standard. They will promote a whole-school culture where the expectation is that all teaching must be 'Good' or better, with a particular focus on ensuring high standards for PP students.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <i>'Using the PP funding to improve teaching quality benefits all children and has a particularly positive effect on children eligible for PP funding.'</i> EEF Key Principles	1 and 2

<p>To acquire a high-quality Continuing Professional Development (CPD) resource that enhances the professional growth of staff and contributes to improved teaching and learning outcomes.</p> <p>£2,016- Purchase of National Collage program.</p> <p>£1000 for teacher and support staff CPD release</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><i>EEF research suggests- Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p>	<p>1, 2, 3 and 5</p>
<p>Equip teachers with the skills to use data effectively to inform their teaching practices, ensuring that PP students’ progress is closely monitored and interventions are timely and effective. They will provide targeted support in action planning, informed by thorough Gap Analysis, and will assist in tracking and evaluating the impact of these plans to ensure continuous improvement and positive student outcomes.</p> <p>£1998 Sonar data, benchmarking and staff training</p> <p>£1000 staff training.</p>	<p>Provide training on using formative assessment data, progress tracking tools, and other data sources to identify learning gaps and plan targeted interventions for PP students.</p>	
<p>Select experienced and committed teachers to take on TLRs, ensuring they have clear responsibilities related to mentoring, curriculum development, and assessment practices.</p> <p>TLR total £18,779</p>	<p>Through this strategy, we aim to create a supportive environment that empowers teachers and enhances the educational experiences of our Pupil Premium students, ultimately leading to improved academic and social outcomes.</p> <p><i>EEF research suggests- TLRs can lead to opportunities for professional growth, allowing teachers to take on leadership roles and engage in collaborative practices that benefit student learning.</i></p>	

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

Budgeted cost: (Meet & Greet staffing £7064.00) (Intervention subscriptions- £624)(Resources £2000) (some cross over with LM support to learn) (TA- interventions- ½ staff cost £139,298.50)

TOTAL: £148,986.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
SUPPORT TO LEARN: The pupils in need of support and show characteristics such as: ‘plateauing’ scores, conceptual barriers to learning. Intervention groups supporting pupils across the school. Use school assessment data to identify core area of learning for whole class or small group Identify relevant focus for specific year group.		
Y2-6 - timetables teaching	<p>Pupils should master basic arithmetic and be able to recall their timetables quickly.</p> <p><i>‘Give children who are struggling with maths additional support through high -quality one-on-one or small-group interventions.’</i></p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</p>	1,2 and 4
Handwriting Program and training LM support (as above) Letter join - £624	<p>Research suggests that slow or effortful handwriting (as well as spelling) takes most of children’s focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children’s handwriting have been shown to improve the presentation, quantity and quality of children’s writing. Additionally, studies show that poor handwriting can bias readers’ judgements of ideas in a text, which may lead to lower marks for writing composition.</p> <p><i>EEF Research Document ‘Speed and fluency as important as accuracy for good writing’</i></p>	1,2 and 4
Small group reading comprehension 1: 1 reading Support Staff support (as above)	<p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><i>EEF Reading comprehension strategies Toolkit</i></p>	1,2 and 4

<p>Quality use of support staff</p> <p>Skilled and targeted support staff aligned to promoting positive outcomes for pupils</p> <p>Support Staff support (as above)</p> <p>Costing of resources for all above £1000</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p><i>EEF Making best use of teaching assistants</i></p>	
<p>NUTURE TO LEARN: Social and emotional support is high on the EEF agenda, and we know that ensuring children are ready and confident for learning aids progress. Self-regulation</p>		
<p>‘Meet and greet/NUTURE breakfast or room’ Daily 8.30-9:30 is a pastoral system where members of staff are available to meet pupils (and their parents) before school, designed to support those who struggle to settle to learning because they are anxious, upset or have any concerns which may be managed swiftly by nurturing staff. A targeted group of children will attend.</p> <p>£7064.00 staffing additional hours (1/2 hour per day)</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate:</p>	<p>3</p>
<p>ENGAGE TO LEARN Timetabling of pastoral staff to work 1:1 and with small groups of pupils to address emotional and social issues. ‘Real life’ experiences to be used within these sessions e.g., cooking, trips to town, using public transport etc. Timetabling of pastoral staff to work with and support pupils on a 1:1 basis to address emotional and social issues which are impacting on learning behaviour.</p>		
<ul style="list-style-type: none"> • ELSA programme led by ELSA leads in School 	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies ... The</p>	<p>3</p>

<ul style="list-style-type: none"> • My Happy Mind • Social Thinking • Emotion Coaching • Positive Play • Zones of Regulation • Social Stories <p>£1000.00 resourcing/ staff release</p>	<p>majority of studies report higher impact with older pupils. Different treatment approaches, such as behavioural, cognitive and social skills for aggressive and disruptive behaviour, seem to be equally effective. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions."</p>	
---	---	--

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

Budgeted cost: £ (some cross overs with staff in above areas) (Sporting Activity - £5000) (Attendance Officer £12,455), (Resourcing £1,500.00)

TOTAL £18,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EXTEND TO LEARN Support for extra-curricular activities to nurture skills and talents, to develop social skills and promote self-esteem. Support to ensure improved attendance and support families to ensure children are able to get to school</p>		
<p>Enabling pupils to access wider opportunities</p> <p>Work with HTAFC to provide additional after school sporting activities.</p> <p>£5000,00</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><i>EEF - Physical activity Toolkit - 'There are wider benefits from regular physical activity in terms on physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.'</i></p>	<p>3 and 5</p>
<p>Family Engagement events</p> <p>Providing workshops for families in a range of different areas such as phonics, early reading, maths fluency, SEND support, handwriting, computing and others.</p> <p>£500.00</p>	<p>The EEF emphasises the importance of parental engagement. Studies show that when schools actively engage parents, especially in disadvantaged communities, attendance rates improve, pupils' attainment improves and it boosts a child's self-esteem and motivation. This can be done through regular communication, workshops, and involving parents in the educational process. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><i>EEF - 'Parental engagement has positive impact it is crucial to consider how to engage with all parents to avoid widening gaps' 'The average impact of parental engagement approaches is</i></p>	<p>3 and 5</p>

	<i>about an additional four months progress over the course of a year. There are also higher impacts for pupils with low attainment.'</i>	
<p>Attendance Administrator (50%:£12,455)</p> <p>Collaborative working to monitor and promote improved attendance across our PP children.</p>	<p>Improving attendance and punctuality among Pupil Premium pupils requires a multi-faceted approach. By combining strategies that involve parental engagement, targeted support, rewards, and a positive school culture, schools can effectively address the barriers that disadvantaged pupils face. Consistent monitoring and early intervention are key to sustaining improvements over time.</p> <p><i>The EEF's evidence highlights that when strategies are implemented with fidelity, they can lead to significant improvements in attendance and, ultimately, in educational outcomes.</i></p>	
<p>Behaviour strategies – revised behaviour policy</p> <p>Revised behaviour policy and associated rewards to promote positive behaviours, resilience and a love of learning</p> <p>Resources: £500</p>	<ol style="list-style-type: none"> 1. Teach positive learning behaviours while also addressing misbehaviour. 2. Implement classroom management techniques to promote a positive learning environment. 3. Incorporate strategies into your daily routine to support good behaviour. 4. Adapt targeted methods to address the specific needs of individual students. 5. Adopt a whole-school strategy to ensure consistency across all classes. 6. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. <p><i>EEF Guidance report: improving behaviour in schools</i></p>	

Total budgeted cost:

£85,785 + £148,986.50 + £18,955

TOTAL £253,726.50

Detail	Amount	Spent
Pupil premium funding allocation this academic year	£ 197,715 (£1,480 x 168)	
TOTAL	£248,640.00	£253,726.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Catch-up Premium funding carried forward from previous year	£0	
Total budget for this academic year	£248,640.00	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KPI 1: outcomes for children 2023-2024

1. More PP pupils working at ARE.

Gaps are closed more within current cohorts where there is a significant gap- (ARE- PP/ Non-PP)

Whole school Gap W,R, M combined Y1-Y5	% GAP (2021-22) (PP: non-PP)	% GAP (2022-23) (PP: non-PP)	% GAP (2023-2024) (PP: non-PP)	% NA Gap (in Year 6)
Reading at or above ARE	28.11	22.0	7.4	17.7
Writing at or above ARE	29.25	20.5	16.4	18.8
Maths at or above ARE	32.9	20.2	17.8	20.0

Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged			
	School (30)*	NCER National (188,830)*		School (30)*	NCER National (440,160)*			
		Gap	Value	Gap	Value	Gap	Value	
Reading Exp+	38.7%	⊖ 23.8pp	62.5%	⊖ 16.1pp	54.8%	⊖ 40.6pp	79.3%	
Maths Exp+	29.0%	⊖ 30.2pp	59.2%	⊖ 22.6pp	51.6%	⊖ 50.0pp	79.0%	
GPS Exp+	38.7%	⊖ 20.4pp	59.1%	⊖ 9.7pp	48.4%	⊖ 39.1pp	77.8%	
Writing TA EXS+	41.9%	⊖ 16.7pp	58.6%	⊖ 25.8pp	67.7%	⊖ 35.4pp	77.3%	
Reading High SS	3.2%	⊖ 14.9pp	18.1%	⊖ 16.2pp	19.4%	⊖ 29.8pp	33.0%	
Maths High SS	3.2%	⊖ 9.7pp	12.9%	⊖ 3.3pp	6.5%	⊖ 25.3pp	28.5%	
GPS High SS	0.0%	⊖ 20.0pp	20.0%	⊖ 6.5pp	6.5%	⊖ 37.1pp	37.1%	
Writing TA GDS	0.0%	⊖ 6.4pp	6.4%	⊖ 6.5pp	6.5%	⊖ 15.7pp	15.7%	

Year 6 data from 2023-2024.

Data shows that our Year 6 PP pupils in academic year 23-24 were behind both their non-disadvantaged peers and their PP peers nationally.

PP in that year group was 50% with

PP Children work at ARE+	2021-2022	2022-2023	2023-2024	Difference 21/22-23/24
Reading at or above ARE	50.6%	49.34%	61.4%	+10.8%
Writing at or above ARE	37.25%	44.97%	44.2%	+6.95%
Math at or above ARE	43.79%	47.37%	47.5%	+3.719%

2. More children are able to read fluently and in turn able to access ARE curriculum texts

2021-22

Disadvantaged=61% non-disadvantaged=75%

% GAP (2022-23) (PP: non-PP) = -14%

2022-23

Disadvantaged=78.3% (NA 66.7) non-disadvantaged=86.5% (NA 82.2)

% GAP (2022-23) (PP: non-PP) = -8.2% (NA 15.5)

2023-2024

Disadvantaged 84.6% (NA 68.4) non-disadvantaged=75.8% (NA 83.4)

% GAP (2023-2024) (PP: non-PP) = +8.8% (NA -15)

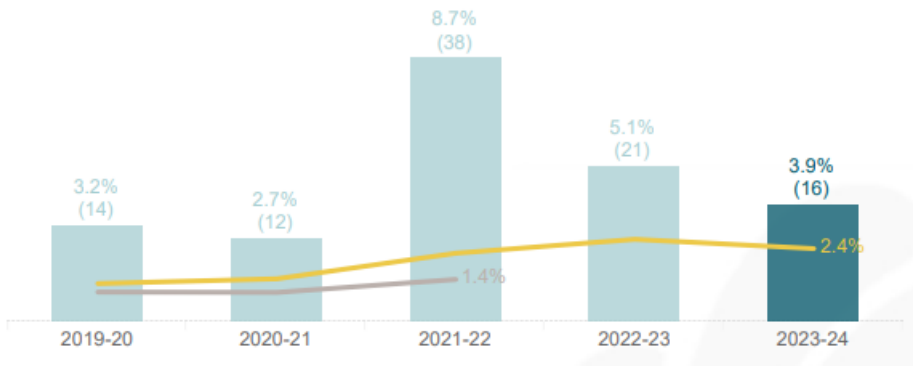
3. Children are well supported to meet their SEND targets and books show progress.

After input we have changed the way we record the progress of our children with SEND and P. Progress data will be clearer to follow in the future.

SEND / PP Children making progress	2021-22 (34)	2022-23 (35)	2023-2024 (51)	Difference
Reading	94.1	97.1		+3.0
Writing	88.2	94.2		+6.0
Maths	91.2	91.4		+0.2

4. SEMH pupils supported to learn- Taken from school data pack provided

Suspensions Rate (both <5 days & >=5 days)



Suspensions

Permanent

Exclusions by Eligibility for FSM % of School Population - 2023/24



Suspensions

Permanent

5. Pupil premium children attend school regularly and the level of persistent absence is reduced.

21/22 data from FFT,

GAP 2.4% (NA 4.0) PP – 91.3% (NA 89.5)

Non-PP – 93.7% (NA 93.5)

PA PP – 29.1% (NA 35.3%)

PA Non-PP – 14.5% (NA 17.9%)

22/23 data from FFT,

GAP 3.0% (NA 5.8) PP – 92.4% (NA 89.1%)

Non-PP – 95.4% (NA 94.9%)

PA PP – 26.8% (NA 35.4%)

PA Non-PP – 8.3% (NA 16.2%)

23/24 data from FFT,

GAP 3.26% (NA 5.8%)

PP – 92.61% (NA 89.1%)

Non-PP – 95.87% (NA 94.9%)

PA PP – 26.8% (NA 35.4%)

PA Non-PP – 8.3% (NA 16.2%)

5. Increased support and involvement of PP families

The PP homework club ended due to numbers of children dropping off. We instead went for more holistic approach to ensure that we were targeting families in general. This will continue into the next plan.

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
White Rose Maths interventions	White Rose Maths