St Botolph's CE Academy

Pupil Premium Strategy

2024 – 2027

Academic Year 2026-2027
(updated November 2026)

This statement details our school's use of pupil premium (and recovery 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	256
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	75 children (N-Y6) 25.4% (EYPP included) 14 pupils EYFS PP (20%)
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	3 years Autumn 2024– Autumn 2027
DATE THIS STATEMENT WAS PUBLISHED	September 2024 (reviewed November 2026)
DATE ON WHICH IT WILL BE REVIEWED	September 2027 (reviewed November 2026)
STATEMENT AUTHORISED BY	Stephanie Golding (Headteacher)
PUPIL PREMIUM TEAM	Stephanie Golding (Headteacher) Gemma Currie (Deputy Headteacher) Amanda Howarth (EYFS Lead) Vanessa Greedy (LKS2 Lead)
GOVERNOR / TRUSTEE LEAD	Andrew Preston

FUNDING OVERVIEW	
DETAIL	**AMOUNT**
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£125,744
PUPIL PREMIUM FUNDING CARRIED OVER FROM PREVIOUS YEAR	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR (25/26)	£125,744

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

Statement of Intent

At St Botolph's C.E. Academy, our vision is to "Find Your Fantastic". Rooted in the story of Noah's Ark, we believe every child is unique, valued and capable of achieving great things. Guided by our Christian values, we are committed to ensuring that no child's background, circumstance or disadvantage places a limit on their success.

We set high expectations for all pupils and believe that, through high-quality teaching, early intervention, targeted support and strong partnerships with families, every child can fulfil their academic, social and emotional potential. Our Pupil Premium Strategy reflects our commitment to ensuring that disadvantaged pupils achieve outcomes comparable to their peers and have equal access to the full curriculum and wider opportunities.

In line with the EEF's tiered approach, our objectives are to:

Ensure high-quality teaching in every classroom.
Provide targeted academic support to narrow attainment gaps.
Deliver wider strategies that support wellbeing, attendance, personal development and enrichment.

Our key principles are:

- High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils.
- Early identification, robust assessment and targeted intervention help remove barriers to learning.
- Reading, language development and phonics are prioritised to enable success across the curriculum.
- Provision for disadvantaged pupils with additional needs is carefully planned and effective.
- Good attendance is essential to achievement, wellbeing and belonging.
- Cultural, artistic and enrichment opportunities help build confidence, aspirations and cultural capital.
- Strong support for mental health and wellbeing enables pupils to develop resilience, self-esteem and independence.
- Close partnerships with families and external agencies ensure that pupils with complex needs receive the support they require.
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We maintain high aspirations for all pupils and believe there should never be a ceiling on what a child can achieve.

Our approach is evidence-informed, drawing on guidance from the Education Endowment Foundation and the Department for Education. Through the effective use of Pupil Premium funding and a personalised approach to support, we aim to ensure that every child at St Botolph's C.E. Academy is able to Find Their Fantastic, whatever it takes.

CHALLENGES (This details the key challenges to achievement that we have identified among our disadvantaged children).	
Challenge Number	**Detail of Challenge**
1	**Low attainment on entry to EYFS:** As evident in entry assessments, some of our children, including those in receipt of Pupil Premium, have very poor early language acquisition and levels of communication are poor. Many of our children have speech and language problems and require SALT interventions. Many have limited experiences and exposure to reading materials at home and are therefore not exposed to a wider range of vocabulary. Many are non-readers, with very limited word recognition and little knowledge regarding GPC and letter recognition.
2	**School readiness:** Some children are lacking in the skills needed to enable them to be ready to learn on entry to school. Some disadvantaged children lack toilet training skills, with an increased number needing intimate care plans on entry to both Nursery and Reception. Many also struggle with self-regulation, self-care and social interaction skills.
3	**Wellbeing and Social, Emotional & Mental Health:** A small group of children find the regulation of emotion a challenge. There is an increasing number of children with SEMH needs across school. Many of our children also lack confidence, resilience, motivation and the necessary skills to overcome challenges.
4	**Attendance:** Attendance data indicates that a number of our disadvantaged children struggle with attendance and punctuality, this is having a direct impact on attainment. Additional support is necessary to support these pupils and families to secure and sustain long-term improvements in punctuality and attendance.
5	**Personal Development:** Many of our children, including those who are disadvantaged, have limited opportunities for wider experiences, so there is a need to enhance the curriculum offer with educational visits and in-school experiences.
6	**Attainment and outcomes:** Assessment data shows that a small number of disadvantaged children are underperforming at different assessment points throughout the school. In some year groups and subject areas, groups of disadvantaged children achieve better than their non-disadvantaged peers, but this is not consistent and we need to ensure any gap in attainment is narrowed.

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 Outcomes	**Success Criteria**
Teaching, Learning & Assessment Continue to develop teaching across school, through effective CPD and support. Adaptations to teaching and learning enable pupils to access the full curriculum regardless of starting points.	- Staff across school are accessing stage appropriate career development opportunities (including ECTs and the use of the NPQ Frameworks). - The teaching profile across school is strong, with all teachers having a clear understanding of how to effectively support disadvantaged learners. - Tracking systems (Insight & RWI Portal) are used effectively to ensure cohorts and individual children receive the support they need. - Teachers have received training on pedagogical choices and metacognition, meaning lesson content and task design is appropriate for all children regardless of need. - Evidence of scaffolding is seen across the curriculum meaning all children are effectively supported to learn.
Attainment Improved attainment of disadvantaged children across school in all core subjects (RWM).	- Evidence based assessments indicates that the gap is narrowing through books scrutiny, lesson observations and formative assessment data. - School progress data indicates the gap is narrowing in reading termly and annually. - National targets are met in Y1 PSC, Y2 SATs, Y4 MTC and Y6 SATs for disadvantaged and non-disadvantaged pupils, with % reaching national or better.
Attendance Disadvantaged children attend on time, every day, at a consistent level with their non-disadvantaged peers.	- Attendance of disadvantaged children is in-line with all other children. - There is a reduction in the percentage of disadvantaged children who are classed as Persistently Absent (PA). - The impact of incentives can be seen; pupil voice demonstrates that they feel rewards are relevant and supportive; they help children to understand the importance of regular attendance and improved punctuality.
Language acquisition To implement and embed strategies to improve the language acquisition and oracy levels of disadvantaged children throughout EYFS and KS1.	- EYFS attainment data indicates the gap is narrowing in language based early outcomes both termly and annually. - National targets are met in in language based early outcomes for EYFS. - Oral composition of sentences contributes to cohesive writing by the end of KS1. - Less children need to access Chatterbug (SaLT) support over time.
Social, Emotional and Mental Health To sustain and enhance the support and	- Pupil voice demonstrates the impact of strategies to improve the mental health and wellbeing of all children, particularly those who are disadvantaged. They can articulate the importance of mental health and ways in which they can keep their mind and body healthy.

development of SEMH of all children, including those who are disadvantaged, in order that they achieve to their full potential and overcome personal barriers to effective learning.	- Data show effective levels of progress by pupils in receipt of SEMH support through the Pastoral Team records e.g entry / exit data. - Reduction in the number of suspensions for children with SEMH needs. - Decreasing entries for pupils on CPOMS, as the support increases children's self-confidence, learning behaviours and resilience.
Personal Development To ensure our disadvantaged children are provided with a range of wider opportunities and experiences.	- All disadvantaged children across school partake in trips, experiences and wider opportunities provided. - Disadvantaged children are able to discuss the different wider opportunities and experiences that they have had.

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:	**£60,000**	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Ensure consistency of teaching of early reading and phonics. Package of CPD purchased for whole school training and online portal (including Fresh Start in KS2).	Access to online RWI portal for all staff and parents. Continuation of staff CPD for delivery of Read Write Inc supporting phonics development through school. RWI Development Days 3 x per year for staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 6
Employment of an Early Reading Leader to lead on Phonics & ER; supporting staff CPD and offering additional phonics sessions to target all pupils, including disadvantaged.	Weekly CPD sessions (RWI Team Practice) with all RWI staff. Individual staff coaching when needed. Planned delivery of daily phonics session with Reading Leader for specific targeted children across KS1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 6
Development of metacognition and self-regulation skills.	One Life Programme across school Developing metacognitive and self-regulation skills in all children to enable them to become independent learners who 'know and remember more' curriculum knowledge. Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3
Deliver highly effective Pedogodgy CPD to further improve the quality of the teaching across the school.	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)	6
Purchase of Kinetic Letters handwriting scheme.	Kinetic Letters builds handwriting automaticity through teaching mastery of the physical and cognitive components of handwriting. https://primarytimery.com/2024/03/09/the-handwriting-revolution/	1, 2, 6
Continue to embed the reading fluency approach throughout school, following	Reading fluency is the ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.	6

guidance from the local English Hub. KS2 English Hub support Funding to purchase further Fresh Start materials to support KS2 pupils	It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text. Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content. https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	
Continued subscription to a range of ICT programmes to aid the taught curriculum.	Subscriptions to a wide variety of platforms and resources to support delivery of the curriculum (including core and foundation subjects). Subscription to spelling shed. EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving maths. These will also support home learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	6

TARGETED ACADEMIC SUPPORT (For example, tutoring, one-to-one support, structured interventions)		
Budgeted cost:	**£30,000**	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Implement oral language programmes within the EYFS setting.	Implementation and development of EYFS language development programmes including WELLCOMM. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches Outcomes of programmes evidence positive impact on pupil attainments.	1, 2
Planned delivery of additional daily 1:1 phonics sessions for all pupils who are not keeping up with the rest of their cohort (additional TA hours). 1:1 Tuition for KS2 pupils who did not pass the PSC	1:1 RWI phonics (UFS, KS1 and LKS2) 1:1 Fast Track phonics (UKS2) Fresh Start intervention for KS2 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Small group tuition for KS2 children in order to close gaps and accelerate progress.	Small group (1:3) tutoring sessions for pupils in KS2 – this will focus on core subjects, primarily reading and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6
Establish small group or individual interventions for pupils falling behind age-related expectations.	Interventions across school include: RWI tuition, arithmetic tuition, MTC tuition, whatever it takes tacker, handwriting tracker, Phonics for Maths, reading fluency interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6
Employment of a Speech and Language Therapist through Chatterbug.	Targeted children from across school are given allocated time to work with SaLT onsite for specific 1:1 intervention. There are a proportion of disadvantaged children who require support to enable them to access the curriculum at their age expectations. https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	1, 2
Release time for internal SaLT Practitioner to deliver additional SaLT interventions.	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 2
Employment of a Trust Educational Psychologist.	'Improving Social and Emotional Learning in Primary Schools' stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Social and Emotional Learning in Primary Schools - EEF (educationendowmentfoundation.org.uk)	3

WIDER STRATEGIES (For example, related to attendance, behaviour, wellbeing)		
Budgeted cost:	**£35,000**	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Employment of a Safeguarding & Inclusion Officer in order to support our most vulnerable pupils by removing barriers to learning.	Pastoral records demonstrate that regular targeted support for pupils with issues (linked to engagement, behaviour, attendance, safeguarding and SEMH) show improvements in pupil attitudes, engagement and performance and has a positive impact on them as individuals. An essential role of the Pastoral Team is the work done with parents in order to involve them more in their children's learning. This is particularly important for our families experiencing crisis.	2, 3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Further development and resourcing of the Nurture Hub and sensory garden within school.	The development of the Hub as physical space for interventions to take place and for children to regulate, including the use of an outdoor breakout space for children, helps develop pupil engagement and overall well-being of those children accessing the support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3, 4
Monitor and encourage attendance of Breakfast Club and school clubs in order to support pupils and families to improve pupil attendance, punctuality and engagement.	Increase percentage of attendees of both Breakfast Club and school clubs for disadvantaged pupils over time https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	3, 4
Organise peripatetic music lessons for all pupils, including disadvantaged pupils.	Support our pupils SEMH, through participation in wider learning experiences, developing self-confidence, motivation and resilience and attendance. This includes use of the Wakefield Wider Opportunities programme for a class in KS2 and the offer of small group music lessons for other pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 5
French tutor provides weekly lessons for all pupils in KS2.	High quality teaching of MFL for all pupils in KS2, supports CPD for class teachers and support staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Subsidised funding for trips, experiences, visitors and residentials.	Many of the children in our community have limited chances to access experiences outside of their own. To enable disadvantaged children to have a full understanding of the curriculum, they will take part in half-termly experiences with their class – they may either go out on a visit or have a visitor come into school. PP funding will be used to subsidise these experiences to make it affordable for parents. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5
Participation in One Life from Nursery to Year Six.	Engagement with the One Life materials in order to support self-regulation and improve mental health and wellbeing. The programme begins with sessions to build children's knowledge of the brain and helps children to build resilience, self-esteem and confidence. Improving Social and Emotional Learning in Primary Schools | EEF	3, 5
Employment of a Trust Attendance Lead and purchasing of resources for attendance rewards and incentives.	National data illustrates that children with lower attendance do not perform as well at school as those children with higher attendance. Tracking and monitoring attendance allows school leaders to identify patterns and take action in a timely manner.	4

	Incentives and rewards will continue to be used (and updated) to demonstrate to children and families the value of good attendance. Attendance interventions rapid evidence assessment | EEF	
Contingency fund for acute issues.	Some funding/resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	1, 2, 3, 4, 5, 6

TOTAL BUDGETED COST:	**£125,000**

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

OUTCOMES FOR DISADVANTAGED CHILDREN

1. **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading.**

Phonics Y1

All National figures below relate to the similar group nationally (2025 results)		
Year 1 Phonics (PP 5)	**Phonics**	**Phonics National**
	94%	82%
PP	100%	68%

	Reading	Reading National (PP)	Writing	Writing National (PP)	Maths	Maths National (PP)
Year 6 non PP Year 6	79%	75%	84%	79%	83%	74%
PP(17)	94%	58%	77%	60%	89%	54%

Y1 PSC

- 5 PP pupils
- All 5 Pupil Premium pupils passed the PSC (100%)

Y6 SATs

- Reading – 94% of PP children were ARE for reading with 29% at GD. Well above the national average of 58%. This group of children performed better that non- pupil premium children (79%)
- Writing – 77% of PP pupils were ARE and 6% were GD. Well above the national average of 60% and slightly below the non PP (84%)
- Maths – 89% of PP were ARE and 18% were GD. This is well above national (54%) and above non pupil premium children (83%)

Commentary

Year 1 Phonics Screening Check

All five pupils eligible for Pupil Premium passed the Phonics Screening Check, resulting in a 100% pass rate. This demonstrates the positive impact of our early reading strategy, targeted phonics interventions and high-quality classroom teaching. Early identification of need and timely support ensured that disadvantaged pupils developed the phonics knowledge and decoding skills required to achieve success.

Year 6 SATs Outcomes

Outcomes for disadvantaged pupils in Year 6 were particularly strong and demonstrate the effectiveness of the school's approach to supporting Pupil Premium pupils.

Reading: 94% of Pupil Premium pupils achieved the expected standard, with 29% achieving Greater Depth. This is significantly above the national average for disadvantaged pupils (58%) and notably higher than the attainment of non-Pupil Premium pupils within the cohort (79%). This reflects the success of our sustained focus on reading, vocabulary development and reading comprehension.

Writing: 77% of Pupil Premium pupils achieved the expected standard, with 6% achieving Greater Depth. This is well above the national average for disadvantaged pupils (60%) and only slightly below the attainment of non-Pupil Premium pupils (84%), indicating that attainment gaps have been substantially reduced.

Mathematics: 89% of Pupil Premium pupils achieved the expected standard, with 18% achieving Greater Depth. This is considerably above the national average for disadvantaged pupils (54%) and exceeds the attainment of non-Pupil Premium pupils within the cohort (83%). This demonstrates the impact of targeted interventions, effective teaching and a strong mastery approach to mathematics.

Overall, the outcomes demonstrate that disadvantaged pupils at St Botolph's achieve exceptionally well. In several measures, Pupil Premium pupils outperformed their non-disadvantaged peers, highlighting the effectiveness of the school's targeted support, high expectations and commitment to ensuring that all pupils are able to Find Their Fantastic regardless of background or circumstance.

2. To improve attainment in reading, for all pupils, including disadvantaged pupils by the end of KS1 and KS2.

Year on year attainment			
Year 1 Phonics	**Phonics 23/24**	**Phonics 24/25**	**Phonics 25/26**
PP	60%	100%	100%
All pupils	86%	100%	94%

Year 6	Reading 23/24	Reading 24/25	Reading 25/26	Writing 23/24	Writing 24/25	Writing 25/26	Maths 23/24	Maths 24/25	Maths 25/26
Year 6 PP(17)	62%	71%	94%	77%	71%	84%	77%	75%	83%
Year 6 all pupils	84%	75%	86%	84%	75%	82%	86%	78%	86%

Y1 PSC

- 100% of all children achieving the expected standard at the end of Y1 shows that work around embedding practice in early phonics is showing rapid and significant improvements in attainment. Y2 reading scores at end of year SAT papers suggest that fluency is still an area that needs time to embed, and this is reflected in the action plans for early reading and is the focus if literacy hub support this year.

Y6 SATs

- Outcomes for Pupil Premium pupils have remained strong over the last three years, demonstrating the positive impact of high-quality teaching, targeted interventions and high expectations.

- Reading outcomes have improved significantly, rising from 62% in 2023/24 to 71% in 2024/25 and 94% in 2025/26. This is above the attainment of all pupils in 2025/26 (86%) and reflects the success of the school's sustained focus on reading.

- Writing outcomes increased from 77% in 2023/24 to 71% in 2024/25, before reaching 84% in 2025/26.

- Mathematics attainment has remained consistently strong, moving from 77% in 2023/24 to 75% in 2024/25 and 83% in 2025/26. Outcomes are closely aligned with those of all pupils (86%), indicating that the attainment gap has been significantly reduced.

- Overall, the three-year trend shows that disadvantaged pupils achieve well at St Botolph's. The exceptional outcomes in Reading and strong outcomes in Mathematics demonstrate the effectiveness of the school's evidence-informed approach and commitment to ensuring every child can Find Their Fantastic, regardless of background or circumstance.

3. To improve the early language acquisition and increase % of pupils in EYFS achieving expected outcomes.

R PP 4 pupils	Listening & Attention 2023/24	Listening & Attention 2024/25	Speaking 2023/24	Speaking 2024/25	Listening and Attention 2025/2026	Speaking 2025 / 2026
Reception Baseline PP	20% (10)	50% (2)	43%	50% (2)	37% (2)	37%(2)
End of Reception	73% (10)	50%(2)	74%	50%(2)	75%(4)	75%(4)
National (End Reception)	81%	81%	90%	82%	83%	84%

The comparison cannot be accurately commented on due to the change in PP numbers from 10 down to 4 children. We have however changed a number of things to further support early language acquisition. We have reviewed our curriculum and vocabulary choices, we have moved onto the online welcomm system to support speech and language. We have reviewed the stronger start to phonics and have reviewed the current practise to increase outcomes and support the lowest 20%.

4. To sustain and enhance the support and development of SEMH of all pupils, including disadvantaged pupils, to achieve their full potential and overcome personal barriers to effective learning.

Work around a mental health curriculum was embedded last year through the “One Life” and pupil voice showed that children could articulate a range of calming and focussing strategies that helped them remain regulated and focussed.

The KS2 SATs results in summer 2026 demonstrate how well supported this cohort was in its readiness to learn with support from futures in mind and a newly trained Emotional Literacy Support Assistant in place to supplement work on a needs-by-needs basis. The Y6 team, supported by SLT, the Learning Mentor and Tutor, worked with the children to build their resilience and self-confidence. This led to improvements in assessments throughout the year and overall attainment results which were all above national.

Year 6	Reading 23/24	Reading 24/25	Reading 25/26	Writing 23/24	Writing 24/25	Writing 25/26	Maths 23/24	Maths 24/25	Maths 25/26
Year 6 PP(17)	62%	71%	94%	77%	71%	84%	77%	75%	83%
Year 6 all pupils	84%	75%	86%	84%	75%	82%	86%	78%	86%

5. To improve the attendance for pupils whose attendance falls below that of expected national levels, including persistent absences.

- Attendance at the end of the last academic year was **94.5%**
  Persistent absence was **13.5%** at the end of last year below
- Attendance overall shows a slight improvement (compared to 24/25 – 94.2%) and persistent absence has reduced in comparison to the previous year. However it still remains a priority as it is below the national average
- Rewards systems continue to be evaluated to include weekly, half-termly, termly and yearly aspirational targets for children and families.
- Roles and systems for attendance continue to be strong and CPD for attendance leader has been attended to ensure that the academy stay current with best practice, including locality networking, National webinars and MIS provider specific training.
- Peer reviews and internal monitoring confirm that the strategic leadership and oversight of attendance continue to be strong.
- Though gap remains between vulnerable demographics and non-vulnerable, the actual difference has reduced for the same period last year and is in-line with national data.
- At the end of the year PA is lower than national and local averages.

YEAR 1 TO YEAR 6 ONLY	% 2023/2024 ACADEMIC YEAR	% 2024/2025 ACADEMIC YEAR	2025/2026 Academic Year
OVERALL	94.2%	94.3%	94.5%
SEN SUPPORT	94.1%	92.8%	93.6%
SEN EHCP	88.1%	85.9%	87.4%
NON-SEN	94.8%	95.0%	95.2%
FSM ELIGIBLE	92.4%	91.7%	91.4%
NOT FSM ELIGIBLE	95.0%	95.7%	95.3%
PERSISTENT ABSENCE (PA)	16.6%	13.5%	16.3%

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI Phonics	Ruth Miskin
White Rose Maths	White Rose Maths
SALT	Chatterbug Ltd
One Life	Kelly Wood
ELSA	ELSA network

Picture News	Picture News
TT Rockstars	Maths Circle
Literacy Shed	EdShed
Twinkl	Twinkl
Kapow	Kapow
Literacy Shed Spelling	Literacy Shed
Spag.com	Spag.com
Grammarsaurus	Grammarsaurus
Mosaic	Inspire
Music Interaction	WISENDSS
Lego Therapy	WISENDSS

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?	N/A
What was the impact of that spending on service pupil premium eligible children?	N/A