

Warren Park Primary School

Pupil Premium Strategy

2024/25 – 2026/27



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to support improved attainment for our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact of last year's funding.

School overview

Detail	Data
School name	Warren Park Primary
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	53%
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was first published	November 2021
Date on which it will be reviewed	November 2024 Next review: November 2025
Statement authorised by	Elizabeth Cooper, Headteacher
Pupil premium leads	James Wood / Chris Ayling
Governor / Trustee lead	Helen Fisk, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,831
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£340,831

Part A: Pupil premium strategy plan

Statement of intent

Research has found that disadvantaged pupils have been the worst affected by the impact of the COVID pandemic. It is therefore more important than ever, that our school strategy focuses on support for disadvantaged pupils. At Warren Park Primary, it is our intention that all children make the very best possible progress and are able to achieve highly across the curriculum, irrespective of their background or the challenges that they face.

We have considered the context of the school carefully as well as drawing upon research, including studies conducted by the Education Endowment Foundation (EEF), in making decisions regarding the allocation of pupil premium funding.

We are determined in our approach to remove the barriers faced by disadvantaged pupils so that they can thrive at school and achieve academic success. The activity that we have outlined in this statement is intended to support our vulnerable children, including those with a social worker or who are young carers, to be successful at school whether they are disadvantaged or not. We are committed to providing each pupil with the right learning environment to meet their needs.

Delivering high quality inclusive teaching is central to our approach in meeting individual needs, especially for those who are disadvantaged, and this is further reflected within the design of our 3 teacher staffing model. EEF research demonstrates that this is proven to have the greatest impact on closing the disadvantage attainment gap. Our teachers are well supported through a comprehensive professional development plan which enables them to skilfully meet the needs of individuals. The explicit teaching of cognitive and metacognitive strategies is integral to high quality inclusive teaching and learning. Approaches such as explicit instruction, scaffolding and flexible grouping are significant elements of our Teaching and Learning Model.

The strategy at Warren Park will support disadvantaged learners to maintain high school attendance, gain confidence, maintain positive well-being and value education. As well as ensuring high quality teaching improves outcomes for disadvantaged pupils, the pupil premium grant is allocated strategically to support pupils' emotional needs in order that they can access learning successfully. Providing effective pastoral support enables pupils' primary needs to be met so that they can access learning and make rapid progress from their starting points. The impact of activities linked to these areas is intended to contribute to disadvantaged learners being able to make good progress and attain well across the curriculum.

Our Pupil Premium Strategy is closely aligned to our School Improvement Plan and Attendance Strategy. Effective diagnostic assessment and an evidenced based

approach will ensure that activities within the strategy remain relevant and targeted at the challenges faced by Warren Park pupils. Our whole school approach to this strategy and a commitment to the principles which underpin it will support its effective implementation.

Principles

To ensure that our strategy is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and are ambitious for what they can achieve
- provide high quality inclusive teaching that meets individual needs and challenges pupils in all subjects across the curriculum
- ensure staff intervene at the earliest point when a need is identified
- use robust assessment and evidence to inform decisions regarding support and intervention
- track and monitor the impact of support and intervention to ensure the highest chance of success

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, data for speech, language and communication (SL&C) in EYFS is low for many children, including those who are disadvantaged. This is identified through assessments, observations and discussions with parents.
2	Assessments, observations and discussions with learners show that disadvantaged children can experience greater difficulty mastering early reading skills, including phonics. This can have a negative impact on their development as readers and their access to the wider curriculum.
3	Internal and external data indicates that maths and writing attainment for disadvantaged learners is below that of non-disadvantaged learners.
4	Use of the Six Strands assessment tool as well as discussions with parents and children indicate that the mental health and well-being of disadvantaged children has been negatively impacted by the pandemic. This is supported by national studies. In addition, many children have experienced significant / persistent traumas and have experienced Adverse Childhood Experiences. This has led to gaps in learning, lower resilience and an increase in the need for social and emotional support.
5	Data analysis demonstrates attendance of disadvantaged children is below that of non-disadvantaged children. They are also more likely to have time off

	for illness and the length of the absence can be longer than that of their peers. Therefore, they are at increased risk of reaching the threshold for persistent absence.
6	Discussion with families and pupil voice consultation indicates that access to enrichment opportunities which promote and develop social and emotional skills can be limited.

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
1. Improved speech, language, communication and vocabulary among disadvantaged learners.	<p>Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged learners.</p> <p>Vocabulary development will be evident across the curriculum.</p> <p>Triangulated evidence will demonstrate access and engagement in lessons with improved outcomes evident through work scrutiny.</p> <p>Interventions by the Speech and Language Therapist, Nuffield Early Language Intervention (NELI) and Language Links intervention will evidence accelerated progress.</p>
2. Improved reading attainment among disadvantaged pupils.	<p>Internal and external data for reading and phonics will demonstrate that gaps are narrowing over time.</p> <p>2026/7 Key Stage 2 reading outcomes will show that attainment for disadvantaged children will be in line with the national average for non-disadvantaged children at Age Related Expectations (ARE).</p> <p>2026/7 Key Stage 2 reading outcomes will demonstrate that disadvantaged learners are in line with non-disadvantaged learners at greater depth.</p> <p>2026/27 Phonics check will evidence that Year 1 pupils will meet at least the national average for non-disadvantaged pupils.</p>

<p>3. Improved maths and writing attainment for disadvantaged children at the end of Key Stage 2</p>	<p>2026/7 Key Stage 2 maths and writing outcomes will show that attainment for disadvantaged children will be in line with the national average for non-disadvantaged children at Age Related Expectations (ARE)</p> <p>2026/7 Key Stage 2 maths and writing attainment will demonstrate that disadvantaged learners are meeting at least the national average learners at greater depth.</p> <p>2026/27 multiplication check results will be in line with national data for non-disadvantaged pupils achieving 25/25 and average score.</p>
<p>4. Improved social emotional health and well-being particularly for those who are disadvantaged.</p>	<p>Sustained high levels of well-being from 2026/7 will be demonstrated through qualitative data from pupil voice, pupil and parent surveys and staff observations. Improvement will be evidenced year on year.</p>
<p>5. Those disadvantaged children with the most significant gaps in learning will demonstrate accelerated progress as a result of the focused intervention.</p>	<p>Disadvantaged children will be able to access the appropriate age-related curriculum.</p> <p>Children who receiving interventions will reach expected individual targets at the end of Key Stage 2.</p>
<p>6. To achieve and sustain improved attendance for disadvantaged children.</p> <p>To reduce disadvantaged persistent absence.</p>	<p>Attendance for disadvantaged children to reach 96% by 2027.</p> <p>Persistent absence for disadvantaged children will be in line with non-disadvantaged children nationally by 2027.</p>
<p>7. All disadvantaged children will have the opportunity to access subsidised resources, trips, bookshop, clubs as well as accessing enriched curriculum provision through our COSMIC programme.</p>	<p>Monitoring, evaluation and review (MER) evidence will demonstrate increases in participation in enrichment activities by disadvantaged pupils.</p> <p>Disadvantaged children will be able to access enrichment activities and resources through subsidised provision.</p> <p>All children will have access to an enriched curriculum, which includes our COSMIC Curriculum.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£188,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality inclusive teaching secured through the three teaching leads model.</p> <p>As a two form entry school, Warren Park employs at least 3 teaching leads for each cohort of 60 children. In the main this is three qualified teachers, although this is also supplemented by skilled HLTAs.</p> <p>This model significantly reduces the group size and provides a significant level of flexibility for the year team in deploying staff to meet the needs of all children, especially those who are disadvantaged and SEND.</p> <p>This model also ensures that teaching assistants are under the close direction of a qualified teacher maximising opportunities to further reduce group sizes and target support.</p> <p>This model means that the school does not have to draw on supply teachers to cover absence and the children experience this level of support throughout their seven year primary school journey.</p>	<p>End of Key Stage 2 results have demonstrated the success of this approach as children have attained above the national average for combined reading, writing and maths at the expected standard.</p> <p>Gaps between disadvantaged children and non-disadvantaged children narrowed prior to the pandemic.</p> <p>EEF evidence has demonstrated the impact of intervention by qualified teachers and taking account of this evidence is central to our strategy.</p> <p>The reduction in group size, the use of highly skilled staff and flexibility to respond to assessment rapidly secures accelerated progress.</p> <p>It provides opportunities for teachers to develop new skills and approaches.</p> <p>Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment.</p> <p>In the 2019 national Key Stage 2 SATs, the progress of disadvantaged children at Warren Park was better than the progress for all children. The attainment gap was closing in reading, writing and mathematics and in mathematics, disadvantaged children did as well as non-disadvantaged children. At Key Stage 2, attainment for disadvantaged pupils was above the national average for all children. This evidence was</p>	<p>1, 2, 3, 4</p>

	<p>before the pandemic and partial school closure had disrupted learning for children. The three-teacher model is expected to play a significant role in our recovery strategy.</p> <p>EEF Five a day, EEF adaptive teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>EEF - Improving Literacy guidance Key Stage 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF - Improving Literacy guidance Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>EEF - Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Continue to embed high quality inclusive teaching of the Systematic Synthetic Phonics programme: Monster Phonics.</p>	<p>Systematic synthetic phonics approaches have a strong evidence base, including the EEF, that indicates a positive impact on the accuracy of word reading and particularly for disadvantaged children.</p> <p>Phonics: Mastering the basics of reading</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	<p>2</p>

<p>A Speech and Language (S&L) therapist is commissioned by the school. The school has paid for her to become an Elklan trainer.</p> <p>The S&L therapist will train staff to support the delivery of speech and language provision across the school.</p>	<p>There is a strong evidence base, including the EEF, that suggests that dialogic activities such as high-quality classroom discussion and a language/vocabulary rich environment lead to improved oral language.</p> <p>EEF – Oral Language Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Delivery of a high-quality personal development curriculum linked to the Six Strands through COSMIC ensures that children understand how to build healthy and respectful relationships. This will support them to self-regulate, demonstrate resilience and focus.</p> <p>Assessments undertaken by this team against the Six Strands curriculum identify children for targeted well-being support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This can have a positive impact on academic performance, attitudes, behaviour and relationships with peers.</p> <p>Six Strands Primary Behaviour Support Service</p> <p>https://drive.google.com/file/d/11Gy1SB1HSWFYyPJnjV0iL9IUTe2ou7Om/view?pli=1</p> <p>(EEF Social and Emotional Learning)</p> <p>Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	<p>4</p>

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

Budgeted cost: **£91,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist (SALT) commissioned in order to provide:</p> <ul style="list-style-type: none"> - universal support provided through CPD for staff - Targeted caseload jointly managed by SALT and speech & language LSAs - Specialist caseload of complex children who need regular therapy with SALT. <p>Nuffield Early Language Intervention (NELI) implemented by trained EYFS staff following assessment.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills as indicated within EEF research.</p> <p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations.</p> <p>If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum.</p> <p>Research indicates intervention has the greatest impact when delivered by trained, skilled staff. Limited intervention will not be enough to overcome oracy barriers, especially for disadvantaged pupils and a sustained approach has been embedded across the Key Stages to secure positive long-term outcomes.</p> <p>Communication and Language Approaches - EEF</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>Nuffield Early Language Intervention - EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/nuffield-early-language-intervention</p>	<p>1</p>

<p>Additional phonics sessions and reading interventions targeted at disadvantaged pupils in order to build fluency in reading at the earliest point.</p> <p>This can be delivered by teachers due to the flexibility of our 3 teacher model and by trained LSAs under the close direction of the year based teaching team, English team and SENDCo.</p>	<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 sustained period.</p> <p>Fidelity to the Monster Phonics programme underpins the Warren Park approach to early reading.</p> <p>Monster Phonics results https://monsterphonics.com/results/</p>	<p>2</p>
<p>Following participation with the National Tutoring Programme with a blend of school led and academic mentor tuition, the continuation of small group intervention for pupils, including those who are disadvantaged. This may include high attaining pupils who have been negatively impacted by the pandemic.</p>	<p>There is a significant evidence base indicating small group and individual tuition targeted at specific needs can be an effective method to support all pupils and especially low attaining pupils or those who have fallen behind.</p> <p>Small group tuition Toolkit Strand: EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 4</p>
<p>Targeted support based on Six Strands assessment provided by the well-being team. Planned programmes will enable children to build positive attitudes towards learning, sustain healthy respectful relationships and make a positive contribution to our school community.</p>	<p>There is extensive evidence associating development of childhood social and emotional skills with improved outcomes at school and in later life. This can include improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>The Six Strands curriculum https://pbs.hants.gov.uk/</p> <p>Social and Emotional Learning: EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>

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

Budgeted cost: **£62,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school employs an Attendance Officer to support the Attendance Lead to monitor, support and improve attendance throughout the school. There is a particular focus on those pupils who have SEND and those who are disadvantaged.</p> <p>This includes:</p> <ul style="list-style-type: none"> - support of vulnerable families to promote and support good attendance. - liaison with outside agencies to extend support beyond the school. - targeted individual support plans to improve attendance of those at risk of persistent absence. - involvement in local networks to share and develop best practice. - implementing the Warren Park Attendance Strategy. <p>The school commissions INclude to work with families and the school where children have shown Emotional Based School Avoidance (EBSA). This work usually takes place within the home and school and has a strong track record of enabling children to access full time education.</p>	<p>The role of the Attendance Officer and Attendance Leader is to embed the principles set out in the DfE's Working Together to Improve School Attendance guidance.</p> <p>This guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>There is a strong evidence base that indicates that good attendance at school results in positive academic achievement and positive well-being based on sustained relationships with peers.</p> <p>Working Together to Support School Attendance - DfE</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Supporting School Attendance - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>5</p>
<p>The school subsidises and promotes a wide range of enrichment activities designed to contribute to a child's cultural</p>	<p>There is an extensive evidence base that indicates that reducing the barriers of social deprivation can lead to improved academic</p>	<p>6</p>

<p>capital. Many of these activities will be targeted towards disadvantaged children to ensure that they gain the maximum benefit from the school's offer.</p> <p>These activities include:</p> <ul style="list-style-type: none"> - Providing a subsidised book shop to families to support and promote a love of reading - Support for trips - Funding of visitors and productions in school such as theatre groups, artists, authors - COSMIC curriculum which provides a unique environment in which to learn and apply skills and knowledge - A clubs programme which is run by school staff and external providers. Provision from external providers such as sport coaching and learning an instrument is heavily subsidised for all children and can be offered at no cost to disadvantaged children 	<p>outcomes, an aspiration to achieve within the world of work and can lead to positive well-being.</p> <p>Cultural capital is the accumulation of knowledge, behaviours and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.</p> <p>https://www.humanities.manchester.ac.uk/research/impact/recognising-wellbeing-across-education/</p>	
<p>The school supports a breakfast club which is £1 to all children and offered free to disadvantaged who would benefit. The intention is that this will encourage children to attend school, be punctual and ready to learn. It ensures that children begin the day having eaten a good breakfast and provides a positive opportunity for social interaction. Children are encouraged to build healthy and respectful relationships across the year groups.</p>	<p>There is significant evidence that indicates that children require their basic needs to be met in order to thrive.</p> <p>The breakfast club encourages good attendance and there is a strong evidence base that indicates that this results in positive academic achievement and positive well-being based on sustained relationships with peers.</p> <p>EEF – Review of evidence for Breakfast Clubs</p> <p>https://www.humanities.manchester.ac.uk/research/impact/recognising-wellbeing-across-education/</p>	<p>5, 6</p>

Total budgeted cost: £341,000

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 2023 to 2024 academic year.

Prior to the pandemic, the positive impact of our Pupil Premium Strategy for disadvantaged children has resulted in improved attainment at the end of Key Stage 2 and the gap between disadvantaged and non-disadvantaged children closing considerably.

As evidenced in schools across the country, partial school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from the consistent delivery of teaching and targeted intervention as planned. This was mitigated by our resolution to keep school open for vulnerable and key worker families, maintain a high-quality curriculum, provide IT support and equipment to families, and maintain strong channels of communication.

Support from our Speech and Language Therapist has a longstanding track record of success demonstrated prior, during and post the pandemic. Children in Year R making an average of 2.75 points of progress and children in Year 1 making an average 3.23 points of progress using the Therapy Outcome Measures scale (TOMs). Targeting this provision through our therapist, Elklan and NELI remains a priority outlined within this plan.

Monster Phonics is now embedded across the school. Resources are available to support online learning allowing children to access systematic synthetic phonics within the home. Children access phonically decodable books within the classroom, to take home and have access to a further range of books, where appropriate, to support their love of reading. Staff have been receiving training since 2020 ensuring that they are confident in teaching and using the systematic synthetic programme. In 2022, 77% of Year 1 children passed the phonics check +1.5% on the national average. In 2023 this rose further to 78.3% almost in line with the national average at 79%.

The Phonics data below for 2024 shows that more pupils at Warren Park achieved the standard than those nationally. This is also true for pupils who are disadvantaged with 82% of Warren Park pupils achieving standard against 68% nationally. Warren Park disadvantaged pupils also exceeded all children nationally. This demonstrates the strong impact of Monster Phonics and the school's approach to reading in striving for the aim of disadvantaged and non-disadvantaged children at Warren Park achieving equally well.

Phonics year 1 attainment by pupil group

This is provisional data for 2023/24.

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	60	0	8	52	87	80	36	33	
Male	25	0	5	20	80	77	34	33	
Female	35	0	3	32	91	84	37	34	
Disadvantaged	34	0	6	28	82	68	35	30	
Other	26	0	2	24	92	84	36	34	
SEN EHCP	1	0	1	0	0	20	27	19	
SEN support	16	0	6	10	63	52	30	26	
No SEN	43	0	1	42	98	88	38	35	
English first language	58	0	7	51	88	81	36	34	
English additional language	2	0	1	1	50	80	32	33	

Similarly, within the Multiplication Check Warren Park disadvantaged learners achieve better than disadvantaged pupils nationally and all pupils nationally. This demonstrates that the targeted intervention from teaching and support staff has a strong impact on pupil progress and attainment.

Multiplication tables check

Mean average score by pupil group

Multiplication tables check			
Breakdown	Cohort	Mean average score	
		School	National
All pupils	61	21.6	20.2
Male	30	21.7	20.4
Female	31	21.6	19.9
Disadvantaged	33	21.0	18.3
Other	28	22.4	20.9
SEN EHCP	0	N/A	14.7
SEN support	28	19.5	16.0
No SEN	33	23.4	21.1
English first language	60	21.9	19.9
English additional language	1	8.0	21.4

The table below represents end of Key Stage 2 SATs results for 2023 and 2024. Pupil Premium and Recovery funding has enabled the school to continue to target improvement in core learning for disadvantaged children across the school. This has enabled the school to support pupils to achieve well by the end of Key Stage 2 compared to those nationally. Robust and effective data analysis informs decisions regarding teaching and intervention.

Key Stage 2 SATs Results				
Subjects	2023 WP (Disadvantaged)	2023 National (Disadvantaged)	2024 WP (Disadvantaged)	2024 National (Disadvantaged)
RWM	66% (54%)	60% (44%)	69% (58%)	69% (45%)
Reading	76% (69%)	73% (60%)	78% (67%)	74%
Writing	69% (61%)	71% (58%)	76% (64%)	72%
Maths	72% (68%)	73% (59%)	76% (67%)	73%

Implementing our attendance policy, procedures and strategy to ensure a robust approach towards improved attendance through targeted challenge and support, especially for those who are disadvantaged or SEND, has been an ongoing priority. To support this work, the school has reviewed the attendance policy, strategy, and action plan to reflect updated government guidance.

The impact of this work includes increased collective responsibility for attendance which has led to a gradual shift in culture within the wider school community. This has addressed some of the barriers created by COVID-19 and resulting in direct improvements in individual attendance and punctuality through targeted interventions.

Involvement in the Big District Inclusion Project has ensured that the school's strategy and action plan reflect best practice, enabling the implementation of effective support strategies for children especially those with Emotional Based School Avoidance. The effective use of data from DfE tools and Arbor has led to a systematic approach, ensuring that support and intervention are targeted at the earliest opportunity, particularly for those at risk of persistent absence. This is leading to improved attendance and punctuality.

Attendance comparison		
	Whole school All children	Disadvantaged
Attendance		
2021 / 22	92.76%	91.78%
2022 / 23	93.26%	92.08%
2023 / 24	93.6%	92.6%
Persistent Absence		
2021 / 22	25.29%	32.21%
2022 / 23	22.94%	28.95%
2023 / 24	21.3%	26.97%

Further impact of the school's work on improving attendance can be seen from the data below for the first half term of the academic year 2024 / 25.

Whole school Autumn 1 2023 to 2024 comparison

24-25		
Attendance	Authorised absence	Unauthorised absence
95.9%	3.3%	0.8%
23-24		
93.5%	4.8%	1.7%

Pupil Premium		
24-25		
Attendance	Authorised absence	Unauthorised absence
95.3%	4.0%	0.7%
23-24		
92%	5.8%	2.2%

Persistent absence Whole school	
24-25	
Attendance	Number of students
13.29%	414
23-24	
22.61%	422

Persistent absence Pupil Premium	
24-25	
Attendance	Number of students
12.9%	186
23-24	
28.21%	156

In addition, pupil premium funding has been used to provide extensive targeted well-being support and interventions to individual pupils, many of whom were disadvantaged.

Individual assessment reviews demonstrate strong progress against Six Strand targets. Our tiered approach to supporting the well-being of our disadvantaged children will continue as outlined in this strategy.

Externally provided programmes

Programme	Provider
Instrumental tuition	Hampshire Music Service
Speech and language therapy	Red Lorry
Online safety	Online safety UK
The Six Strands curriculum	Primary Behaviour Support Service
INclude	INclude

Further information (optional)

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated previous actions to identify those that have been the most successful so that we can continue to build on these areas. Our pupil premium leaders work very closely with Local Authority Advisers and contribute to network groups that they facilitate. This ensures that these leaders have relevant knowledge and benefit from collaborative working with other schools.

We triangulated evidence from a range of sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

Leaders reviewed reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also considered studies about the impact of the pandemic on disadvantaged pupils.

The three-teacher model has been implemented successfully for a number of years and the success at the end of Key Stage 2 shows how effective having smaller group sizes is, especially when implemented consistently over a child's seven-year primary school education. From low starting points in EYFS, particularly for disadvantaged pupils, children are achieving above the national average for attainment in reading, writing and mathematics by the end of Key Stage 2. This approach remains central to our strategy.

We used the EEF's implementation guidance to help us develop our strategy in order to identify which activities and approaches are most likely to work in our school.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.