

St Edward's Church of England Academy

Pupil Premium Strategy Statement

This statement details our Academy'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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Academy Name	St Edward's Church of England Academy
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	Whole school: 18% (124 pupils) Year 5: 15% (25 pupils) Year 6: 18.6% (30 pupils) Year 7: 18.8% (35 pupils) Year 8: 19.4% (37 pupils)
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs K Smith
Pupil premium lead	Mrs J Skelding
Trustee lead	Mrs C Simmonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,125.00
Recovery premium funding allocation this academic year	£25,798.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£167,923

Part A: Pupil premium strategy plan

Statement of intent

Addressing disadvantage in schools and academies countrywide is one of the greatest challenges that we as educators face. Inequality is pervasive throughout society and ‘impacts on pupils’ learning over time. It is a process, not an event, and affects every individual differently’

Marc Rowland 2021 in Addressing Educational Disadvantage in schools and Colleges

The Essex Way

It is with this in mind that all members of staff and the trustees at St. Edward’s Church of England Academy accept full responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs.

This commitment is reflected by our Christian vision: the promise by Jesus of ‘life in all its fullness’, and embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, within a wider framework.

Our intention at St. Edward’s Church of England Academy is to enable our disadvantaged pupils to achieve in all aspects of their lives and our Christian values of Respect, Courage, Hope and Friendship underpin this. We are committed to their academic attainment and progress, attendance and engagement in wider school life, as well as their personal development and wellbeing. This includes levelling up their opportunities and aspirations and continuing to narrow any existing differences between their progress and attainment and that of their non-disadvantaged peers, both on a national level and within our academy. We intend to achieve this by careful consideration of how to spend the allocated funding, largely using evidence of effective strategies produced nationally. This includes the Education Endowment Foundation. We also evaluate the impact of our own work using internal data and analysis.

There is no doubt that carefully targeted spending of the pupil premium funding has had a significant impact in closing attainment gaps for eligible pupils in the case study schools. It is with this in mind that the key principles of our strategy plan are based on the following:

- A relational approach
- High expectations for all pupils
- Effective monitoring, tracking and analysis of data to identify tightly focused improvement priorities and evaluate the impact of our strategy
- Use of appropriate evidence-based teaching, academic intervention and wider approaches to address the root causes of underachievement for all pupils (curriculum equity is prioritised)
- The training and support of staff to deliver and sustain quality first teaching for all pupils, addressing pupil need in the classroom
- A long-term strategy for addressing disadvantage which aligns with the Academy’s Self Evaluation Form and Development Plan.

In addition, we will ensure that:

- A high profile is given to pupils in receipt of the Pupil Premium Grant.
- All staff are accountable for the attainment, progress and wellbeing of these pupils.
- The Trust Board and Senior Leadership Team, along with the Pupil Premium Lead, challenge and champion these children.

Challenges

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

Challenge number	Detail of challenge
1	Meeting national expectations and narrowing the progress and attainment gap between PP and Non-PP pupils
2	Low aspiration which can lead to a lack of engagement with education
3	Attendance levels are lower for PP pupils than Non-PP pupils, even though they are above the national average.
4	Increasing access to a wide range of life experiences to develop cultural capital
5	Enhancing our work with parents, so that they engage in the learning process and in doing so build positive relationships

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
Further improve the results achieved by disadvantaged pupils both at Key Stage 2 externally, but across all subjects over the 4-year journey at St. Edward's Church of England Academy	<ul style="list-style-type: none"> • Pupils to make expected or better progress. • Teacher assessments and end of year tests demonstrate that pupils achieve in line with starting points/national average and results are moving to be in line with non-disadvantaged pupils. • PP and Non-PP attainment gap is closing and there is not a significant difference in outcomes
Pupils will demonstrate improved engagement with school life.	<ul style="list-style-type: none"> • Pupil voice demonstrates an increase in aspirations from the measured starting point to the end. • Improved attitude to learning (ATL) scores for PP pupils • Reduction in the number of behaviour incidents recorded for PP pupils • Improved participation in clubs and activities offered at lunch and after school • Increase the number of PP pupils who take up the opportunities provided in relation to educational trips, visits and residential
Increased attendance of disadvantaged pupils and reduced persistent absence	<ul style="list-style-type: none"> • Attendance of PP pupils is within 1 percentage point of their peers.

Further improve relations with parents of disadvantaged pupils in order to ensure that parents encourage attendance, aspiration and participation in school life in order to best prepare pupils for the future

- A greater percentage of disadvantaged pupils' parents attend parents' evenings by returning to face to face evenings
- Events, such as training, will be offered to targeted parents to attend as part of a parent education programme
- Homework support is available for targeted pupils
- Increased attendance of PP pupils at homework club

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: £78,506.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing CPD to ensure high quality teaching for all pupils at KS2 and 3, addressing pupil need in the classroom.	Evidence indicated that high quality teaching is the most powerful way to improve pupil attainment, particularly for socio-economically disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1 & 2
CPD to ensure that feedback is meaningful, manageable and motivating so that it is effective and focuses on the task, subject and self-regulation strategies; it provides specific information on how to improve	Providing feedback is a well-evidenced and has a high impact on learning outcomes: 6 months' additional progress when successful https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 & 2
English and Maths Primary Specialist teachers to lead small group provision in school	Small Group Tuition in English and Maths: 4 Months' additional progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2 & 3

Key leadership role to develop Pastoral well-being across the Academy and in turn improve pastoral measures	Behaviour Interventions: 3 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	2, 3, 4 & 5
Key leadership role to develop Teaching, Learning and Assessment and in turn improve academic outcomes	https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/ Education Endowment Foundation - Assessment	1, 2, 4 & 5
Develop positive relationships between staff and PP pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3 & 4

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

Budgeted cost: £33,296.80

Activity	Evidence that supports this approach	Challenge number(s) addressed/ Autumn Term update
Teaching of reading comprehension strategies at both key stages 2 and 3	Targeted reading comprehension strategies. On average, reading comprehension approaches deliver an additional six months' progress . https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	1 & 2

EPATT Reading intervention		
Teaching of Tier 2 vocabulary	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 & 2
Phonics Intervention TA led small group intervention	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children of disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1 & 2
Maths and English	<p>Small group tuition – has a positive impact of +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</p>	1 & 2

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

Budgeted cost: £141,774.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further Development of Accelerated Reader	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p> <p>Reading - additional 3 months progress Reading FSM – additional 5 months progress</p>	1 & 2
Visits to local employers and colleges and Drop-Down Days	<p>Impact of careers education on improving young people's outcomes EEF impact of careers education</p>	2, 4 & 5

<p>Careers linked to curriculum</p> <p>Enterprise days</p> <p>Family learning sessions</p> <p>Visit to Uttoxeter races – Maths event/ raise ambitions</p>	<p>Arts Participation: 3 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	
<p>Increase the number of pupils who attend clubs, take on leadership roles, access trips and music lessons</p>	<p>Arts Participation: 3 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>4</p>
<p>Continued use of attendance clinics together with bespoke SEMH/ pastoral interventions specifically targeted towards vulnerable groups</p>	<p>Behaviour Interventions: 4 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>The EEF maintains that interventions are often 'most effective when adapted to meet the needs of the individual'</p>	<p>3</p>
<p>Termly data meetings with leaders to focus on clearly identified priorities</p>	<p>Effective communication between the pastoral and curriculum teams to ensure sharing of knowledge and ensure early identification of those pupils who require interventions, particularly PP and SEND</p>	<p>1, 2 & 3</p>
<p>Parent training re Maths (multiply Project – PP focus) and English</p>	<p>Parental Engagement Strategies: 5 Months additional progress EEF</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>5</p>
<p>Academic and pastorally focussed visits to the main feeder first schools to meet and engage with parents and pupils ahead of transition</p>	<p>The transition between phases of education is a risk-point for vulnerable learners – EEF point 4 – closing the attainment gap.</p> <p>Knowing our pupils as individuals and tailoring support to meet this – EEF Blog</p>	<p>5</p>

	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	
Support with homework tasks via homework clubs	The EFF states that evidence shows that the impact of homework at secondary level, on average, is five months' additional progress at secondary level and 5 months , particularly with pupils in secondary schools. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/	1 & 2
Improved transition with regard to Maths and English across feeder schools and high schools Collaborative curriculum development with feeder schools and high schools re transition to GCSE syllabus to ensure curriculum continuity First school and secondary network meetings	EEF Key lessons learned point 15 states that sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap. https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/ https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2/	1 & 2

Total budgeted cost: £ 253578.12

Supplemented amount from school funds: £85655.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Table 1: KS2 SATs Attainment Over Time 2018-19 (pre-pandemic) and 2022-2023

	2018 (182 pupils)						2019 (185 pupils)						2022 (191 pupils)						2023 (184 pupils)					
	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %
Reading	143	79%	75%	62	34%	28%	131	71%	73%	49	26%	27%	130	68%	74%	48	25%	28%	139	76%	73%	49	27%	
Male	64	74%	71%	22	26%	24%	63	66%	69%	15	16%	22%	69	62%	70%	20	18%	22%	68	74%		23	25%	
Female	79	82%	79%	40	42%	32%	68	76%	78%	34	38%	32%	61	76%	80%	28	35%	33%	71	77%		26	28%	
PP	32	71%	60%	8	18%	4%	21	62%	62%	6	18%	17%	21	62%	62%	7	21%	17%	19	56%		3	9%	
Non PP	111	81%	77%	54	39%	11%	110	73%	78%	43	28%	31%	109	69%	80%	41	26%	32%	120	80%		46	31%	
SEN	6	32%	34%	0	0%	7%	2	10%	36%	1	5%	8%	6	19%	37%	1	3%	8%	10	40%		2	8%	
Non SEN	137	84%	80%	62	38%	28%	129	78%	81%	48	29%	31%	124	78%	84%	47	30%	33%	129	81%		47	30%	
Higher	85	96%	97%	50	56%	56%	74	89%	97%	41	49%	56%	48	96%		30	60%							
Middle	55	65%	70%	11	13%	14%	55	60%	70%	8	9%	14%	76	72%		18	17%							
Lower	1	17%	17%	0	0%	1%	0	0%	17%	0	0%	1%	6	17%		0	0%							
Writing	156	86%	78%	64	35%	20%	159	86%	78%	46	25%	20%	90	47%	69%	8	4%	13%	145	79%	71%	15	8%	
Male	72	84%	72%	22	26%	15%	79	82%	72%	13	14%	15%	37	33%	63%	6	5%	10%	68	74%		4	4%	
Female	84	88%	84%	42	44%	25%	80	90%	85%	33	37%	25%	53	66%	76%	2	3%	16%	77	84%		11	12%	
PP	34	76%	66%	13	29%	10%	26	76%	68%	4	12%	11%	14	41%	55%	2	6%	6%	21	62%		1	3%	
Non PP	122	89%	81%	51	37%	21%	133	88%	83%	42	28%	24%	76	48%	75%	6	4%	16%	124	83%		14	9%	
SEN	3	16%	30%	0	0%	2%	3	15%	34%	0	0%	3%	0	0	26%	0	0	2%	9	36%		1	4%	
Non SEN	153	94%	86%	64	39%	21%	156	95%	88%	46	28%	24%	90	57%	80%	8	5%	15%	136	86%		14	9%	
Higher	86	97%	98%	61	69%	46%	82	99%	98%	44	53%	46%	47	94%		8	16%							
Middle	67	79%	78%	2	2%	3%	75	82%	78%	2	2%	3%	42	40%		0	0%							
Lower	1	17%	17%	0	0%	0%	0	0%	17%	0	0%	0%	1	3%		0	0%							
Maths	134	74%	76%	46	25%	24%	147	80%	79%	39	22%	27%	125	65%	71%	38	20%	22%	134	73%	73%	31	17%	
Male	63	73%	75%	21	24%	30%	75	79%	78%	20	22%	29%	72	65%	72%	25	23%	25%	66	72%		18	20%	
Female	71	74%	76%	25	26%	22%	72	81%	79%	19	22%	24%	53	66%	71%	13	16%	20%	68	74%		13	14%	
PP	26	58%	63%	8	18%	13%	24	71%	67%	4	12%	16%	16	47%	56%	2	6%	12%	17	50%		1	3%	
Non PP	108	79%	80%	38	28%	27%	123	81%	84%	35	23%	31%	109	69%	78%	36	23%	27%	117	78%		30	20%	
SEN	5	26%	36%	1	5%	5%	3	15%	41%	1	5%	7%	8	25%	34%	0	0	6%	8	32%		1	4%	
Non SEN	129	79%	83%	45	28%	26%	144	87%	87%	38	24%	31%	117	74%	81%	38	24%	27%	126	79%		30	19%	

Higher	85	96%	98%	43	48%	54%	78	94%	98%	34	43%	54%	48	96%		24	48%						
Middle	46	54%	74%	3	4%	11%	68	75%	74%	5	5%	11%	68	64%		14	13%						
Lower	1	17%	20%	0	0%	1%	0	0%	20%	0	0%	1%	9	26%		0	0%						
Combined R/W/M	118	65%	64%	31	17%	10%	122	66%	65%	26	15%	11%	77	40%	59%	4	2%	7%	115	63%	59%	10	5%
Male	52	60%	60%	9	10%	8%	60	64%	60%	8	9%	9%	33	30%	55%	3	3%	6%	53	58%		3	3%
Female	54	63%	65%	5	6%	10%	66	69%	70%	22	23%	12%	44	55%	63%	1	1%	9%	62	67%		7	8%
PP	14	52%	60%	0	0%	7%	24	53%	67%	4	9%	4%	8	24%	43%	0	0	3%	11	32%		0	0%
Non PP	93	64%		14	10%		94	69%	48%	27	20%	11%	69	44%	65%	4	3%	9%	104	69%		10	7%
SEN	0	0%	53%	0	0%	5%	1	5%	18%	0	0%	1%	0	0	18%	0	0	1%	5	20%		0	0%
Non SEN	107	65%	61%	14	9%	6%	117	72%	70%	31	19%	10%	77	48%	69%	4	3%	9%	110	69%		10	6%
Higher	62	97%	91%	14	22%	17%	80	90%	95%	31	35%	26%	46	92%		4	8%						
Middle	45	44%	46%	0	0%	1%	36	42%	55%	0	0%	1%	30	28%		0	0						
Lower	0	0%	6%	0	0%	0%	0	0%	7%	0	0%	0%	1	3%		0	0						
GPVS	124	72%	77%	38	22%	31%	148	81%	78%	76	42%	34%	131	69%	72%	42	22%	28%	146	79%	72%	78	42%
Male	56	65%	73%	17	20%	27%	67	78%	73%	32	37%	30%	65	59%	68%	20	18%	25%	70	76%		31	34%
Female	68	79%	81%	21	24%	35%	81	84%	75%	44	46%	25%	66	83%	77%	22	28%	32%	76	83%		47	51%
PP	18	67%	78%	4	15%	27%	31	69%	66%	15	33%	21%	19	56%	59%	6	18%	17%	21	62%		8	24%
Non PP	106	73%		34	23%		117	85%	82%	61	45%	36%	112	71%	78%	36	23%	33%	125	83%		70	47%
SEN	0	0%	72%	0	0%	22%	4	21%	35%	0	0%	6%	5	16%	32%	1	3%	7%	10	40%		4	16%
Non SEN	124	76%	82%	38	23%	26%	144	88%	86%	76	47%	36%	126	79%	83%	41	26%	34%	136	86%		74	47%
Higher	64	100%	98%	33	52%	55%	88	99%	99%	67	75%	67%	48	96%		30	60%						
Middle	59	58%	73%	5	5%	12%	58	68%	78%	8	9%	18%	79	75%		12	11%						
Lower	0	0%	17%	0	0%	1%	0	0%	20%	0	0%	1%	4	11%		0	0%						

Table 2: Average Scaled Score and Progress

Average Scaled Score	2016 School	2016 National	2017 School	2017 National	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2023 National
Reading	103	103	103	104	106	105	104	104	102	105	105	105
GPVS	102	104	104	106	107	106	105	106	103	105	106	105
Maths	101	103	104	104	104	104	104	105	103	104	103	104
Progress	2015	2016	2017	2018	2019	2022	2023					
Reading	75%	-2.0	-2.8	-1.0	-1.9	-						
Writing	90%	-4.3	-0.9	0.6	0.1	-						
Maths	75%	-3.7	-1.8	-2.3	-2.1	-						

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Key Stage 2 SATs Results 2022-23

Although there are significant gaps between attainment outcomes for PP and non-PP pupils, in school PP students achieved better in all areas apart from reading when compared to SATs outcomes in 2022. This indicates that the previous 3-year strategy was starting to have an impact, but results are still being affected by the impact of the COVID-19 pandemic. There is more work to be done to support this group of pupils to attain in line with national standards and with their peers (outlined on the Inspection Data Summary Report– IDSR) which is why this area remains a key focus within the Pupil Premium Strategy for 2023-26.

In Reading, 56% of PP pupils attained the expected standard which was 17% below the national average of 73%. However, when compared to non-PP pupils in school, the gap is 24%. 9% of PP pupils attained the Higher Standard compared to 31% of Non-PP pupils – the national average was 29%.

In Writing, 62% of PP pupils attained the expected standard which was 9% lower than the national average of 73%, but when compared to non-PP pupils, the in-school gap is 21%. 3% of PP pupils attained the Higher Standard compared to 9% of Non-PP pupils – the national average was 13%.

In Maths, 50% of PP pupils attained the expected standard which is 23% below the national average of 73%, and when compared to the attainment of non-PP in school the gap is 28%. 1% of PP pupils attained the Higher Standard compared to 20% of Non-PP pupils – the national average was 24%.

In EGPS (GPVS), 62% of PP pupils attained the expected standard which is 10% below the national average of 72%. When compared to non-PP pupils, the in-school gap is 21%. 24% of PP pupils attained the Higher Standard compared to 47% of Non-PP pupils – the national average was 30%

In terms of attaining RWM combined, 32% of PP pupils attained this in school which is lower than the national average by 12%; the in-school gap in this area when compared to non-PP pupils is 37%. No PP pupils attained the Higher Standard in RWM compared to 10% of Non-PP pupils – the national average was 8%.

Pupil Premium Nationally

According to the government's provisional headline figures, nationally, the disadvantage gap index reduced to 3.20 in 2023, down from 3.23 in 2022. It is the second highest figure since 2012, when the gap was 3.23. Since 2012, the gap had continued to shrink year on year. (The disadvantage gap index summarises the attainment gap between disadvantaged pupils and all other pupils.)

The Department for Education has suggested that this year's figures show that "the disruption to learning during the Covid-19 pandemic has had a greater impact on disadvantaged pupils".

In reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points. This is a decrease from 23 percentage points in 2022.

Behaviour 2022-23

Analysis of behaviour incidents that occurred in the academic year 2022-23 demonstrates the strength of the pastoral team and their support of disadvantaged pupils. Of the total incidents that occurred, 1204 (41%) were recorded for PP pupils, in comparison to 1718 (59%) for Non-PP. This is a significant difference, however, numbers of pupils who are in receipt of pupil premium should be considered when looking at this statistic. Consequently, the Academy will continue to operate a system which employs non-teaching House Leaders for 2023-24 who will continue this impactful work with pupils and their families.

Attendance 2022-2023

School Data		National Average	
Year 5	95.38%	National	92.50%
Year 6	94.34%	Primary	94.00%
Year 7	93.60%	Secondary	90.70%
Year 8	92.66%	PP (FSM)	88.60%
Whole School	93.97%	Non PP (FSM)	93.80%
PP	92.07%	SEN (E&K)	88.90%
Non PP	94.39%	Non SEN (E&K)	93.10%
SEN	91.57%		
Non SEN	94.43%		
SEN & PP	88.80%		

Attendance of PP pupils for 2022-23 was 2.32% lower than Non-PP pupils and is 3.47% higher than the National Average. This evidences the impact of the pastoral team who work closely with children and their families to improve attendance.

As attendance for PP pupils is positive, it further highlights the need for quality first teaching to engage learners when they are in school and to continue to raise aspirations so that they work to the best of their ability when in school. This will remain a priority in the 3-year Pupil Premium Strategy 2023-26.

Wider Engagement – Clubs and Activities

As outlined in the table below, by the Summer term 2023, approximately 65% of PP pupils attended at least one club or activity either during lunch time, or after school. Although this is 13.7% lower than Non-PP pupils, it highlights how engaged a significant number of PP pupils are in school life.

	Autumn Term				Spring Term				Summer Term						
	Pupil No.	Total Number of Clubs Attended	Total Number of Pupils Attending at least 1 club		Pupil No.	Total Number of Clubs Attended	Total Number of Pupils Attending at least 1 club		Pupil No.	Total Number of Clubs Attended	Total Number of Pupils Attending at least 1 club				
Year 5	166	218	34.3%	95	57.2%	164	348	29.8%	131	79.9%	161	375	29.8%	142	88.2%
Year 6	186	196	30.8%	77	41.4%	185	394	33.8%	153	82.7%	184	423	33.6%	166	90.2%
Year 7	194	155	24.4%	82	42.3%	194	254	21.8%	121	62.4%	194	286	22.7%	132	68.0%
Year 8	181	67	10.5%	43	23.8%	180	170	14.6%	97	53.9%	175	175	13.9%	103	58.9%
Whole School	727	636		297	40.9%	723	1166		502	69.4%	714	1259		543	76.1%
PP	140	101	15.9%	51	36.4%	138	193	16.6%	91	65.9%	134	189	15.0%	87	64.9%
Non PP	587	535	84.1%	246	41.9%	585	973	83.4%	411	70.3%	580	1070	85.0%	456	78.6%
SEN	118	70	11.0%	40	33.9%	114	169	14.5%	82	71.9%	116	156	12.4%	79	68.1%
PP & SEN	39	24	3.8%	13	33.3%	37	66	5.7%	30	81.1%	35	54	4.3%	32	91.4%

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rockstars	Maths Circle Ltd
Keeping on Track	Action for Children

