

# Gorse Ride Schools 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 (2024-2025) and the effect that last years' spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Gorse Ride Schools
Number of pupils in school	Infant: 112 Junior: 196
Proportion (%) of pupil premium eligible pupils	Infant: 17 (15%) Junior: 46 (23%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	November 2023-November 2026
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Eileen Rogers
Pupil premium lead	Eileen Rogers
Governor / Trustee lead	Laura Hopper

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160 (GRJS) £19,240 (GRIS)
Recovery premium funding allocation this academic year	£0 (GRJS) £0 (GRIS)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,400

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Gorse Ride Schools we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become productive, active and socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on learning, achievement and consequently their life chances. We draw from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

Gorse Ride Schools aim to ensure teaching and learning across the school is consistently effective with a focus on areas in which disadvantaged pupils require the most support, in order to raise attainment and progress outcomes for all children, including those from disadvantaged backgrounds. This will be achieved through provision of CPD for teaching staff to further improve consistent quality first teaching, adjusted to meet individual needs.

In addition, we intend to support the progress of identified pupils through use of targeted interventions to address gaps in learning. Funding will be used to ensure capacity for training and delivery of evidence based interventions and targeted support to ensure that all disadvantaged pupils secure positive attendance and that support is in place for emotional wellbeing. We also aim to help pupil's access equal opportunities to non-disadvantaged peers and engage with the range of enrichment opportunities on offer at our schools.

#### **Our Aims:**

- Remove barriers to learning created by poverty, family circumstance and background
- Recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so reserve the right to allocate the Pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access a broad curriculum
- Focus on ensuring ALL pupils have strong foundational skills and knowledge in writing and maths
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional health and wellbeing so as to access learning
- Access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching;
- use the principles of Rosenshine to ensure that all disadvantaged children have the same learning opportunities within their classroom setting;
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition; catch-up provision such as NTP;

- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences and opportunities for all pupils to participate in enrichment activities;
- Monitor pupil premium children throughout the year to track their progress;
- Support staff to develop clear and targeted interventions for these children;
- Provide appropriate therapeutic support to enable pupils to access learning within and beyond the classroom.

## Challenges

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

Challenge Number	Detail of challenge
1	<p><b>Attainment &amp; Progress in Reading</b></p> <p>Assessments and observations suggest that there is a gap in the achievement of disadvantaged pupils' attainment in Reading. Whilst assessment indicates the gap is closing, this is not the case in all cohorts. Pupil Voice evidences that these pupils have a good attitude to reading, relish being read to and have a real enjoyment of reading. However, these children need to make accelerated progress to be in line with their peers.</p>
2	<p><b>Attainment &amp; Progress in Writing</b></p> <p>Assessments and observations indicate that there is a gap in the achievement of disadvantaged pupils' attainment in Writing. To be in line with peers they need to make accelerated progress.</p>
3	<p><b>Attainment &amp; Progress in Maths</b></p> <p>Assessments and observations suggest that there is a gap in the achievement of disadvantaged pupils' attainment in maths, this is beginning to close by the end of Key Stage 1. Disadvantaged children need to make accelerated progress in order to be in line with their peers.</p>
4	<p><b>Mental Health and Wellbeing</b></p> <p>Our assessments, observations and work with families have identified mental health and well-being issues for an increased number of pupils but particularly impacting our disadvantaged pupils and their attainment. Anxiety leading to persistent lateness has increased with many struggling to maintain friendships and remain focussed while in class.</p>
5	<p><b>Attendance</b></p> <p>Attendance data for our disadvantaged pupils in 2023 to 2024 in the Junior School was 4% lower than for non-disadvantaged pupils and 3.51% lower in the Infant School. Our assessments and tracking evidence that absenteeism is impacting negatively on disadvantaged pupils progress.</p>

## 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.

Challenge Number	Intended outcome	Success criteria
1 <b>Reading</b>	Improved reading attainment and progress for disadvantaged pupils.	<ul style="list-style-type: none"> <li>The gap between reading outcomes for disadvantage pupils and their peers begins to close.</li> <li>Disadvantaged pupils who achieve ARE or GDS maintain this and continue to make good progress as they move through the school.</li> <li>ALL disadvantaged pupils will make expected progress or better. At least 75% of those not at ARE will make accelerated progress towards this standard.</li> <li>KS2 reading outcomes in 2024/25 show an increased percentage of disadvantaged pupils met the expected standard in Reading than on entry to Y6.</li> <li>Attitudes to reading remain positive and improve further.</li> <li>Master Readers programme is fully embedded from Year 2 to Year 6 supporting disadvantaged pupils to develop higher order comprehension skills.</li> <li>Reading Keep Up and Catch Up programmes improve disadvantaged pupils' fluency and reading stamina.</li> </ul>
	Higher percentage of disadvantaged pupils achieve the Phonic Screener at the end of KS1.	<ul style="list-style-type: none"> <li>The gap between Phonic Screener outcomes for disadvantaged pupils and their peers continues to be minimal.</li> </ul>
2 <b>Writing</b>	Improved writing attainment amongst our disadvantaged pupils at the end of EYFS, KS1 and KS2.	<ul style="list-style-type: none"> <li>The gap between writing outcomes for disadvantaged pupils and their peers begins to close.</li> <li>Disadvantaged pupils who achieve ARE or GDS maintain this and continue to make good progress as they move through the school.</li> <li>ALL disadvantaged pupils will make expected progress or better. At least 75% of those not at ARE will make accelerated progress towards this standard.</li> <li>Guided groups have a particular focus with disadvantaged pupils, use of 1:1 tuition &amp; effective feedback to help edit and improve work.</li> </ul>
3 <b>Maths</b>	Improved maths attainment for our disadvantaged pupils by the end of EYFS, KS1 and KS2.	<ul style="list-style-type: none"> <li>The gap between maths outcomes for disadvantaged pupils and their peers begins to close.</li> </ul>

		<ul style="list-style-type: none"> <li>Disadvantaged pupils who achieve ARE or GDS maintain this and continue to make good progress as they move through the school.</li> <li>ALL disadvantaged pupils will make expected progress or better. At least 75% of those not at ARE will make accelerated progress towards this standard.</li> <li>Continued use of mastery approach to deepen learning and understanding of concepts, use of concrete and pictorial representations, NTP tutor groups, bespoke maths intervention teaching.</li> <li>Activities and interschool competitions to raise profile of maths and pupil enjoyment of mathematics.</li> </ul>
<b>4</b> <b>Well-Being &amp; Mental Health</b>	Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Inclusion Team referral and triage system adhered to thereby ensuring most vulnerable pupils receive targeted support to reduce anxiety.</li> <li>Staff knowledge and understanding of how anxiety can present in pupils and implement a range of strategies to support pupils to remain regulated.</li> <li>All staff adhere to our Teaching and Learning Policy, rooted in Rosenshines' principles, which support disadvantaged pupils to learn and retain more.</li> <li>Disadvantaged pupils recognise the scaffolds they can utilise to support them in their learning.</li> <li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations evidence disadvantaged pupils feel valued by adults and can identify strategies that support their well-being.</li> </ul>
<b>5</b> <b>Attendance</b>	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Reduce persistent absence amongst our disadvantaged pupils.</li> <li>Attendance and lateness monitored closely and followed up immediately.</li> <li>Disadvantaged pupils offered a range of interventions to support attending on time and consistently.</li> <li>Bespoke mentoring programmes commissioned for disadvantaged pupils with complex needs.</li> <li>Guidance from MHST.</li> <li>Workshops for parents on understanding and reducing child anxiety thereby improving pupil's well-being delivered.</li> </ul>

## 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: £ 31,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT &amp; core curriculum leads focus on progress &amp; attainment of disadvantaged pupils throughout the school.</p> <p>Identifying barriers to learning and approaches to minimize barriers and improve outcomes.</p>	<p>School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice.</p> <p><a href="https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf">https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</a></p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach:</p> <ol style="list-style-type: none"> <li>1. High Quality Teaching</li> <li>2. Targeted academic support</li> <li>3. Wider approaches</li> </ol> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</a></p>	1,2,3,4 & 5
<p>Strong Quality First Teaching demonstrated by all teachers adhering to our Teaching and Learning Policy-rooted in Rosenshines' Principles.</p>	<p>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.</p> <p>Use of tiered approach from EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Evidence in school will be formed from learning walks, lesson observations, book looks, peer review within the SLA.</p>	1,2,3 & 4
<p>Providing CPD to ensures high quality Early Years education in order to establish the foundations for later success.</p>	<p>Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.</p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p>	1,2,3,4 & 5
<p>Embed consistent approach and fidelity to Read Write Inc. with all new staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word</p>	1

<p>We will purchase further RWInc resources (More Stories) to support those not making appropriate progress and fund ongoing staff training and release time for our Reading Lead.</p>	<p>reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>            Revise training on modelling, scaffolding &amp; reasonable adjustments.</p>	
<p>Embed approach to teaching of Reading (Master Readers) from Year 2-6 to ensure consistency and fidelity across the school. Purchase release time for KS2 Reading Lead to monitor and coach staff.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
<p>Strengthen teaching of writing particularly in the Early Years by</p> <ul style="list-style-type: none"> <li>◆ building fluency in foundational knowledge</li> <li>◆ ensuring the schools Writing approach is delivered with fidelity and consistency across the school.</li> </ul> <p>We will fund release time for our Writing Lead to conduct monitoring to evaluate the effectiveness of teaching of writing &amp; to coach staff who require further support. We will fund release time for our Writing Lead to work with colleagues who have closed the gap.</p>	<p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p> <p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.            We will fund Maths Lead release time to attend further training with the Modius Maths Hub and to coach colleagues to embed key elements of Maths Mastery and provide CPD to staff leading Catch Up and Keep Up interventions.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</a></p>	3

<p>We will fund release time for our Maths Lead to monitor teaching and learning of maths and to offer coaching.</p>		
<p>CPD for staff in recognising how anxiety can impact pupils learning. Provide staff with strategies to reduce anxiety within the classroom environment.</p> <p>Commission BRIYM therapist to</p> <ul style="list-style-type: none"> <li>◆ deliver CPD to staff</li> <li>◆ deliver bespoke 8 week program to year 2 cohort as early intervention</li> </ul> <p>Continue to work with Mental Health Support Team &amp; Schools Partnership. Workshops for parents –anxiety.</p>	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although Social and Emotional Learning interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4 &amp; 5</p>

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

Budgeted cost: £ 33,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by identified Reading Teacher who will be intensively coached by the Specialist Reading Teacher from the English Hub.</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 period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>



<p>Ashley Downs Multiplication Teaching approach implemented Y2 to Y6.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Additional Writing Groups targeted at disadvantaged pupils to review, edit and consolidate their use of grammar, spelling and punctuation expectations.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

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

Budgeted cost: £ 24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Working Together to improve school attendance August 2024.</p> <p>This will involve developing the role of the attendance support officer to improve attendance.</p> <p>Provide support to limit factors that inhibit pupil’s attendance or punctuality eg Support with payment for uniform, fund Extended Care Club sessions, lunch Club attendance, ELSA support, nurture support, Social and Emotional Learning targeted work, parental workshops to support children’s well-being.</p> <p>Continue work with Mental Health Support Team &amp; Schools Partnership. Engage with monthly surgeries to gain advice to support School Avoidance and Anxiety.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1709705560">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1709705560</a></p>	<p>5</p>
<p>Implement further interventions to improve all pupil’s mental health and well-being, but particularly those with identified need.</p> <p>Provide training for ELSAs.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Studies and research show the importance of nurturing primary school age pupils. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p>	<p>3</p>

<p>Additional family support to:</p> <ul style="list-style-type: none"> <li>• Fund Trips, residential trips and visitor workshops</li> <li>• Fund kit for residential trips</li> <li>• Provide opportunities for pupils to attend an enrichment school club per term to develop self-esteem, fitness levels, identified talent/interest</li> <li>• Home visits at entry to F1 and F2 to identify support for individual families such as –see above.</li> </ul>	<p>Families who engage well with school benefit from close relationships and timely, focussed support.</p> <p>Enables us to build strong relationships with families of disadvantaged pupils and increases self-esteem of pupils.</p>	<p>4</p>
---	---	----------

**Total budgeted cost: £ 89,252**

## 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.

Using key stage 1 and 2 performance data, phonics check results and our own assessments we have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year. At the end of Key Stage One (2023-2024), our analysis shows that all disadvantaged pupils made expected or better progress from their starting points in maths, reading and Writing.

#### Phonics

Phonics data shows that 67% of our disadvantaged children achieved the pass mark with a gap of 26% compared to our non-disadvantaged pupils. They have achieved roughly in line with disadvantaged pupils nationally (68%).

#### Reading

In Early Years 14% of our disadvantaged pupils made expected progress while 71% achieved accelerated progress. Of the pupils who were not at the expected level, 100% made accelerated progress to achieve ARE by the end of Early Years. By the end of Key Stage 1, 67% of our disadvantaged pupils made expected progress in reading.

In Key Stage 2 the gap for our disadvantaged pupils closed from 72% to 52% by the end of the year, with 42% achieving the expected level up from 13% in 2023, and 11% of our disadvantaged pupils achieving Greater depth in reading.

#### Writing

Writing outcomes for our disadvantaged pupils are beginning to improve with the exception of pupils in Year 2. By the end of Early Years all disadvantaged pupils assessed at the expected level maintained it, 57% made expected progress and 43% accelerated progress. This was better progress than their non-disadvantaged peers. In Year 2 100% made expected progress in writing but of those pupils assessed below the expected level none made accelerated progress.

By the end of Key Stage 2 the gap closed from 76% to 68% with 45% of Year 6 pupils making accelerated progress in writing.

**Maths**

In Early Years, disadvantaged pupils made better progress than non-disadvantaged pupils with 71% making expected progress and 29% accelerated progress in Maths. This was echoed at the end of Key Stage 1 where all disadvantaged pupils achieved the expected level and 100% made expected or better progress.

By the end of Key Stage 2 the gap between disadvantaged pupils and non-disadvantaged closed from 65% in 2022-23 to 63% in 2023-24, with 45% making accelerated progress. Of those pupils who were working below the expected standard 55% made accelerated progress.

**Well-Being**

Staff feel better equipped to support pupils who present as anxious or struggle to self-regulate following high quality training from outside agencies. Staff have a toolkit of strategies which have been shared with pupils through assemblies and workshops presented by outside professionals and revisited and consolidated in class. Parent Workshops giving information and advice about how anxiety presents in children and offering the same strategies as used in school were offered to parents. Parental feedback was positive with many parents commenting in our annual survey that they have employed these techniques at home with positive outcomes.

In-house and school-to-school monitoring and evaluation evidence that all staff adhere to our Teaching and Learning Policy, which in turn has supported our disadvantaged pupils to engage more successfully in their learning. Pupil voice indicates that pupils recognise scaffolds they can use to support their learning and are becoming more independent in accessing these as they journey through the school.

Analysis of our Behaviour Logs indicate that children's conduct and behaviours for learning are good. Children know what the schools expectations are and how appropriate behaviour is recognised and celebrated. For those pupils who struggle to regulate therapeutic strategies are utilised as part of our universal offer but offering resources and tools to support sensory needs or strategies as mentioned previously to lower anxiety. We are still developing our therapeutic offer. Pupil voice evidences disadvantaged pupils feel they have equal opportunities to participate in activities and events and can take on leadership roles within the school. Therefore, they feel they are valued and contribute to the life of the school along with non-disadvantaged pupils.

**Attendance**

Weekly reports of disadvantaged pupils' attendance has strengthened our monitoring and ability to identify potential challenges to good attendance early. This has enabled us to have regular conversations with parents/carers which they have found less threatening and more supportive. We have begun to acknowledge improvements in attendance more proactively. Parents have appreciated the recognition that they are being proactive. Some have commented on the benefits of their children attending more regularly. Particularly that their children feel more settled, ready to learn, aware of what is expected as they have been present for the whole lesson. Our research and experience has indicated that a punitive approach has limited impact in improving attendance.

Instead, forming approachable and supportive relationships with our parents and pupils has had longer lasting positive impact on improving attendance but it is an investment of time to build those trusting relationships.

Overall attendance in 2023/24 was just above the National level (95.1%) at 95.27% in the Infant School and 95.52% in the Junior School. Disadvantaged Pupils attendance compared to non- disadvantaged pupils in the Junior school was 4% lower and 3.5% lower in the Infant School and Persistent absence was 15% higher for disadvantaged pupils compared to non-disadvantaged in the Infant school and 18% higher in the Junior school. This indicates that there is further work for us to do to improve attendance for our disadvantage pupils.

## 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