



Pupil Premium Strategy Statement – St Ethelbert’s Catholic Primary School: 2025-2026

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205 (plus 8 nursery)
Proportion (%) of pupil premium eligible pupils	39.51% (81 children) plus 1 LAC (0.97%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Financial year 2024-2025; 2025-2026 ; 2026-2027
Date this statement was published	26 th November 2025
Date on which it will be reviewed	26 th November 2025
Statement authorised by	Mr S. Marshall (Headteacher)
Pupil premium lead	Mr S. Marshall (Headteacher)
Governor / Trustee lead	Mrs. Maureen Francis (Vice Chair of Governors) Mrs Sasha Ofori (Parent Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year This includes PP+ funding	£126,300
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£126,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our school values are Knowledge, Thoughtfulness and Inclusion with our school motto being 'High Expectations for all, in the Light of Christ'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers; continuing progress regardless of the child's starting point.

We will have an attitude of overcoming barriers, thinking outside the box and having no ceiling to reach a child's potential. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted compliment each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Persistent Absence: Pupils who are eligible for PP attend school less than non-PP pupils
2	Attainment: Less pupils who are eligible for PP are achieving the required phonics standard in Year 1 compared to non-PP pupils in our school but above at Kent level.
3	Less pupils who are eligible for PP achieved the expected standard combined in Reading, Writing and Maths compared to those who are non-PP at the end of KS1 in our school.
4	Fewer pupils who are eligible for PP achieve the expected standard combined in Reading and Writing compared to those who are non-PP at the end of KS2 in our school but above in Kent.
5	Emotional regulation and well-being: The well-being of pupils eligible for PP is lower than those pupils who are non-PP as taken from Thrive assessments and CPOMs safeguarding reports.
6	Parental engagement: Parents of pupils who are eligible for PP engage less in communication with school, school events, reading and homework. Sharing the learning 2024 was 38% PP parent attendance compared to 44% Non-PP. In regards to parents evening (October 2024) 93% of all parents attended a meeting compared to 90% PP parents
7	Impact from COVID-19 lockdown: Pupils who are eligible for PP completed less home schooling compared to pupils who are non-PP. Parents of pupils who are eligible for PP engaged less with home schooling compared to those of pupils who are non-PP.

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
The attendance and punctuality of PP pupils will improve	The attendance percentage of pupils eligible for PP will be in-line with non-PP pupils' national attendance and the rate of lates will drop.
To increase the number of PP pupils (particularly boys) achieving the expected standard for GLD at the end of reception so they are socially, physically,	The percentage of pupils who are eligible for PP achieving the expected standard at the end of reception will be broadly in-line with those who are non-

emotionally and academically ready for year one.	PP in our school and compared to the LA. – achieved in 2025
To increase the number of PP pupils achieving expected standard in reading, writing and maths at the end of KS1.	The percentage of pupils who are eligible for PP expected at the end of KS1 will be broadly in-line with those who are non-PP in our school.
To increase the number of PP pupils achieving the expected standard in reading and writing at the end of Key Stage 2.	The end of KS2 attainment of pupils who are eligible for PP will be broadly in-line with the attainment of non-PP pupils in our school – maths achieved in 2025
To increase the well-being of PP pupils	The well-being of pupils who are eligible for PP will be in line with those pupils are non-PP as shown by improved Thrive assessments and a reduction in CPOMs reports.
To improve parental engagement in the education of pupils eligible for PP	The percentage of parents attending workshops/classrooms and parent's evenings will be in line for both those of PP and non-PP pupils
The impact of 'lost learning' will be reduced amongst PP pupils	The percentage of pupils achieving the expected standard will be broadly in-line with those who are non-PP, in all year groups.

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: £74,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Writing (specifically EPGS) - continual professional development for teachers</u> Create an EPGS policy.</p> <p>To make sure the feedback policy is being followed consistently throughout the school and the children are responding to up skill their learning e.g. EPGS codes in the margin.</p>	<p>Written and Oral Feedback Oral feedback 7+months impact Written feedback 5+ months impact</p> <p>Key Findings</p> <p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation</p>	4, 5, 8

<p>Leaders to review class timetables for 2024, ensuring the whole curriculum is being taught – EPGS to now have a specific slot on the timetable for KS2; handwriting to be scheduled for KS1 - achieved</p>	<p>strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback</p> <p>3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p> <p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
<p>There will be four lessons a week for EPGS (1 slot for spelling; 3 punctuation and grammar) - achieved</p>		
<p>In house CPD on writing and EPGS</p>		
<p>KS1 teacher to update her writing county moderation training and to use that knowledge for the rest of the team and also attend be a KS2 writing moderator.</p>		
<p>Observe EPGS throughout the year – focus on the quality of punctuation, spelling, handwriting and grammar for PP children.</p>		
<p>Embed EPGS programme from Years 3 upwards.</p>		
<p>Constructive verbal and written feedback</p>		
<p>To make sure PP have the same exposure as Non-PP through shared writing, language exposure and writing for a purpose.</p>		
<p>Increase the number of hooks, trips and experiences so children have stimulus to write.</p>		
<p>CPD in story telling. Story teller to come into school</p>		
<p>Moderate writing with other schools</p>		
<p>Pupil progress to have a focus on PP writing this academic year.</p>		
<p>Increase the purpose of writing in each genre with a stimulus – text map to now be in place. - achieved</p>		
<p>Create new EPGS non-negotiable lists for each class that is on display and progresses through the school</p>		

<p>Buy a new handwriting programme in 2025/2026 to enable consistent and support for the teachers e.g. Little Wandle Handwriting or Letter-Join</p> <p>Review spelling shed 2025/2026 and potentially buy a new programme. Spelling shed focuses on spelling but not as robust in grammar and punctuation lessons.</p>		
<p><u>Mathematics – continual professional development for teachers</u></p> <p>Kent & Medway Maths Hub Mastery programme, sustaining phase for 2025-2026. This means that this year we are working towards consistency in our Mastery approach, delivery of lessons and the fidelity to WRM demonstrated within the books. We are now in year 4.</p> <p>Take part in Mastering number for KS2 - Year 4 and 5 teachers, lead teacher</p> <p>Continue to train our teachers so we embed quality teaching for mastery.</p> <p>Maths Leader to attend all networking meetings and to feedback to staff via CPD sessions</p> <p>Maths Leader to work with the maths specialist</p> <p>For the school to work towards embedding the maths mastery approach</p> <p>Pupil voice shows that a growing number of children increase their confidence in mathematics, particularly PP children.</p> <p>Maths moves to the morning slot and last 1 hour 15 minutes - achieved</p> <p>15 to 20 minute mixed start lessons which transitions into the main teaching lesson.</p> <p>Years 2 - 6 will have TTRS maths homework. TTRS to be relaunched.</p> <p>Children who haven't got TTRS access at home go to lunch club every Thursday with a focus on PP children who haven't got access at home.</p>	<p>EEF - Mastery Learning – high impact for very low cost (5+ months impact)</p> <p>Key Findings</p> <p>1. Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>2. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>3. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</p> <p>4. There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	<p>4, 5, 8</p>

<p>Years 3-4 practice timetables daily as part of the mixed starter session A new TTRS club set up by the maths lead</p> <p>Manipulatives used for all children more often to secure understanding</p> <p>Teachers and children to use STEM sentences</p> <p>Andrew Jeffery to attend the school over two days in term 1 to coach teachers and children.</p> <p>Embed 'DIVE Deeper' stamp across the school to further challenge children.</p> <p>Inhouse CPD around 'What is mastery?' to ensure teachers fully understand it and visualise the next steps as one.</p> <p>Teachers to fully understand and follow the calculation policy, ensuring the strategies are consistent across the school</p>	<p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p>	
<p><u>Phonics – small group interventions</u></p> <p>Refresher Training for all staff in phonics – achieved 2025</p> <p>Assessments to be carried out in week 1 - achieved</p> <p>Lessons to be taught from week 2 - achieved</p> <p>Books matched to phonics by week 3 and sent home - achieved</p> <p>Keep up groups (Year R-1) in place - achieved</p> <p>Rapid catch up (Years 2-6) in place - achieved</p> <p>SEND pathway (all year groups) in place - achieved</p> <p>Termly assessments completed - ongoing</p> <p>Parents workshops focusing on PP</p>	<p>EEF Phonics 5+ months</p> <p>Key Findings</p> <ol style="list-style-type: none"> 1. 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 from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. 	<p>3</p>

<p>Tracking and monitoring to be completed for PP children - ongoing</p> <p>At least the lowest 20% of pupils will be supported through small group intervention.</p>		
<p>EYFS – continual professional development and improving the outside environment</p> <p>To make sure every activity is led by the learning topic/interest of the child and not by the playing – focus on writing in every area e.g. writing note pads in the construction area</p> <p>The learning environment both inside and outside shows a love of reading and writing.</p> <p>Outside area, particularly the nursery garden, continues to have investment and development e.g. develop learning areas and install a new shelter – new shelter achieved</p> <p>Develop open questioning and dialogue ‘learning through play’ for all EYFS staff – SHRECH training for all - ongoing</p> <p>Run parent workshop to introduce materials to parents</p> <p>Staff to fully be aware of PP children in EYFS</p> <p>S&L TA to work with and track PP children</p>	<p>EEF - Unknown at this stage</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>2</p>

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

Budgeted cost: £19,440 + (£6000 grant from VSK)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 LAC tutor (PP+)</p> <p>Support staff (focus on LAC pupils and PP children each</p>	<p>EEF – One to One Tuition 5+ months impact</p> <p>Key Findings</p>	<p>5, 8</p>

<p>week): This provides consistent support to practise 1:1 Reading skills</p> <p>PP Pupils not making good progress and those below the expected standard and those who are disadvantaged (at least the lowest 20%) will be allocated interventions closely matched to their needs.</p> <p>LAC pupils will also be targeted for 1:1 intervention. Research shows that LAC pupils are often more disadvantaged than peers. LAC teacher will continue to timetable and implement support for LAC pupils and liaise with class teacher to ensure targets are met and provision is appropriate in closing attainment gap. LAC children will receive 15 hours of 1:1 tuition a week for the whole academic year – in place</p> <p>An intervention room will be extended and refurbished in 2025 to support LAC and PP children – partially achieved</p>	<ol style="list-style-type: none"> 1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment experiences- to supplement the curriculum to provide additional life experiences e.g. local trips linked to the local area and</p>	<p>EEF = +4 Months of social and emotional progress</p> <p>1. Social and emotional learning approaches have a positive impact, on average, of 4</p>	<p>1, 6, 7, 8</p>

<p>curriculum, trip to the O2 arena, two night residential, band club, all children in key stage 2 learn to play a musical instrument for the whole academic year paid for by VSK PP+ funding.</p>	<p>months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>Learning Mentor to begin Family Thrive 2025-2026 with a focus on PP families</p> <p>External Fully qualified counsellor working for 18 weeks with three PP children</p>	<p>Homework – 5+ months impact</p> <p>Key Findings</p> <p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p>	
<p>Free Uniform support</p> <p>Free school milk</p> <p>Breakfast club provision free for PP children</p>	<p>Parental Engagement – 4+ months impact</p> <p>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	
<p>Weekly After school clubs/enrichment being offered with PP as the priority e.g. homework, choir, Latin, sports, cooking</p>		
<p>Raising awareness of PP to all staff. Staff to engage with PP families so they engage with sharing the learning and parents evening</p>		
<p>Weekly meetings with PP children, parents and the behaviour lead</p>		
<p>Disadvantaged families fund. Financial support for families facing hardship to ensure children receive the same extra-curricular educational opportunities. Contribution of salary for Learning Mentors responsible for SEMH and academic provision</p>		

	<p>3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>
<p>Attendance Walking bus for PP children who are persistently late</p> <p>Rewards for PP children Monitoring and intervention of PP children</p>	

Total budgeted cost: £ 126,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS and Phonics - 2025

	FSP Trends - All Pupils and FSM Ever Pupils Attainment					*DfE published ** Emerging National				
	2024					2025				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% Good Level of Development	65.5	42.9	68.0	48.7	67.7	83.3	80.0	68.9	51.0	68.3
% Expected Standard Literacy Goals	65.5	42.9	70.4	51.1	70.0	83.3	80.0	71.1	53.3	70.5
% Expected Standard Mathematics Goals	65.5	42.9	78.2	62.2	77.0	83.3	80.0	78.9	63.3	77.7

Phonics - 2025

	Phonics Trends - All Pupils and FSM Ever Pupils Attainment					*DfE published ** Emerging National				
	2024					2025				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	83.3	75.0	79	63.2	80	70.0	62.5	78.3	62.3	79.9
Number of Year 2 Retakes	5					5				
% 32+ - Year 2	40.0	0.0	52.1	45.3	54.6	20.0	20.0	48.8	42.8	50.1

Key Stage 2 - 2025

A blank field denotes there is no National data available for that indicator.

	2024					2025				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
R/W/M % Expected Standard+	75	58.3	62	42.5	61	70.0	66.7	60.8	41.7	62.1
R/W/M % Higher Standard	7	8.3	8	2.5	8	6.7	8.3	9.3	2.6	8.3
Reading % Expected Standard+	89	83.3	76	61.0	75	80.0	66.7	74.7	59.5	75.0
Reading % High Score (110+)	25	33.3	31	18.5	29	30.0	25.0	34.7	19.1	33.3
Writing % Expected Standard+	79	66.7	74	57.5	72	83.3	75.0	72.5	56.0	72.2
Writing % Greater Depth	7	8.3	15	5.6	13	13.3	16.7	15.0	5.8	12.7
GPS % Expected Standard+	57	50.0	69	51.4	73	70.0	66.7	68.7	51.3	72.6
GPS % High Score (110+)	11	8.3	28	14.9	32	10.0	8.3	24.8	12.4	29.4
Maths % Expected Standard+	79	66.7	71	54.2	74	73.3	75.0	71.3	54.1	74.1
Maths % High Score (110+)	18	16.7	23	10.7	24	20.0	8.3	24.6	11.8	26.2
Reading Average Scaled Score	105	103.3	106	102.9	105	105.3	103.5	105.8	102.4	105.6
GPS Average Scaled Score	100	98.8	105	101.1	105	103.0	102.2	104.3	100.8	105.3
Maths Average Scaled Score	103	101.0	104	100.8	104	104.1	102.6	104.2	100.6	104.7
Reading % Scaled Score 80-89	3.6	8.3	3.5	6.3		0.0	0.0	4.3	8.1	
% Scaled Score 90-99	7.1	8.3	15.7	22.1		16.7	25.0	15.3	21.9	
% Scaled Score 100-109	64.3	50.0	44.8	42.5		50.0	41.7	40.0	40.4	
% Scaled Score 110-114	21.4	25.0	19.7	13.2		20.0	16.7	23.8	14.5	
% Scaled Score 115-120	3.6	8.3	10.6	5.2		10.0	8.3	10.9	4.6	
GPS % Scaled Score 80-89	3.6	8.3	4.1	7.9		0.0	0.0	4.4	8.7	
% Scaled Score 90-99	39.3	41.7	21.4	30.5		26.7	25.0	21.5	30.4	
% Scaled Score 100-109	46.4	41.7	40.8	36.4		60.0	58.3	43.9	38.9	
% Scaled Score 110-114	10.7	8.3	15.9	9.9		3.3	0.0	13.6	7.7	
% Scaled Score 115-120	0.0	0.0	12.3	5.0		6.7	8.3	11.2	4.7	
Maths % Scaled Score 80-89	3.6	8.3	4.3	8.3		3.3	8.3	5.9	11.4	
% Scaled Score 90-99	17.9	25.0	19.1	27.2		20.0	8.3	17.4	24.7	
% Scaled Score 100-109	60.7	50.0	48.7	43.4		53.3	66.7	46.7	42.3	
% Scaled Score 110-114	14.3	16.7	15.6	8.2		10.0	0.0	15.8	8.8	
% Scaled Score 115-120	3.6	0.0	6.9	2.6		10.0	8.3	8.8	3.0	

Parents Evening Attendance – October 2024

	No. In Class	No of PP	Booked	PP Booked	Attended	No Show - All	No Show - PP
YR	30	8	30	8	26	4	0
Y1	29	8	25	7	24	2	1
Y2	30	17	30	17	28	2	2
Y3	27	6	26	6	25	1	1
Y4	28	13	30	13	27	1	0
Y5	30	9	30	9	28	2	2
Y6	30	11	29	10	28	2	1
Whole School	204	72	200	70	186	14	7

Y1 - 1 PP Not Booked - Parent had very recently attending a meeting regarding the child and is due to meet with teacher after half term.

% Parents Booked SEN or Standard Parents Evening	97%
% PP Parents Booked SEN or Standard Parents Evening	97%
% Parents Who Attended SEN or Standard Parents Evening	91%
% PP Parents Attended SEN or Standard Parents Evening	90%

Attendance 2025

	Overall Attendance		Pupil Premium		SEN		EAL	
	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24
YR	94.5%	91.0%	91.5%	88.8%	97.9%	89.0%	95.1%	90.3%
Y1	91.7%	91.5%	90.1%	88.5%	86.1%	91.0%	94.4%	93.9%
Y2	94.3%	94.4%	92.6%	91.9%	95.6%	93.1%	96.2%	93.8%
Y3	96.1%	96.1%	91.5%	95.0%	91.3%	94.2%	97.2%	97.8%
Y4	97.4%	94.5%	96.6%	93.0%	95.8%	89.3%	98.3%	95%
Y5	95.1%	94%	93.3%	91.2%	93.3%	94.50%	96.9%	95.4%
Y6	95.1%		93.3%		95.2%		95.8%	
Whole School	94.9%	93.7	92.9%	91.5%	93.50%	92.2%	96.2%	94.8%
Whole School Tweaked	95.6%	94.6%	94.0%	92.8%	94.6%	93.1%	96.1%	95.30%

	Persistant Absence		Total Lates		Time Lost Due Lates	
	24-25	23-24	24-25	23-24	24-25	23-24
	13%	44.8%	77	129	825	3208
	30.0%	26.7%	148	93	3407	2110
	23.3%	17.2%	61	24	876	489
	7.1%	3.7%	30	32	253	590
	3.4%	16.7%	42	38	439	1009
	23.3%	21.4%	69	48	1364	698
	13.3%		52		626	
	16.4%	20.9%	479	391*	7790	8604*
	13.8%	17.6%				

- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

Staff Meetings are completed once a year with the Headteacher, governor responsible for PP and teachers to look at the pupil premium strategy, raise awareness and focus on the targets for the coming academic year.