



## 29 Etchells Primary School Pupil premium strategy statement 2023-2024

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

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	418
Proportion (%) of pupil premium eligible pupils	13% (56)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026 (Year 1)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Cathy Beddows
Pupil premium lead	Miss Claire Wilson
Governor / Trustee lead	Mr Duncan Kerr

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,480
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,480

## Part A: Pupil premium strategy plan

### Statement of intent

At Etchells Primary School the values of inclusion and diversity underpinning our school ethos. Our vision is for every child to fulfil their academic potential, regardless of socioeconomic background and for them to make *at least* good progress from their starting point and to enable them to be competent, confident pupils who achieve. Culture capital is at the forefront of this vision, ensuring that all children have their aspirational hopes raised. Moreover, our cultural knowledge serves as a tool that helps us to navigate the experiences and opportunities available to the children in our school. This strategy outlines the provision we have in place for those children in our school community who are identified as pupil premium.

#### Objectives:

At Etchells, our ultimate aim is for all of our children to feel valued, included and represented. We recognise that our children come from a wide variety of social economic backgrounds and diverse cultures. With 46% of children at Etchells speaking English as an Additional Language and with 17% on the SEND register, we recognise and celebrate the diverseness of our community. Above all, we aim for all of our children to reach their academic potential, despite any barriers to learning they may have. The objective of this strategy is that the barriers to learning that our pupil premium children face, be eliminated through high quality teaching, targeted support and intervention.

#### The key principles of our strategy:

The ultimate principle of our strategy is to outline how we plan strategically to spend the pupil premium grant in order to fulfil our objective. In doing this, we adopt a whole school, 'Tired Approach' to prioritise the allocation of spending of grant money. This includes: high quality teaching, targeted support and support for the wider curriculum. This approach is used in line with our School Development Plan and yearly targets and it starts with high quality teaching and learning for all pupils.

High quality teaching is at the forefront of our strategy and spending of the grant as we know that outstanding teaching improves outcomes for all pupils. We offer robust training and learning opportunities for our staff team, which is given inline with our school priorities. In addition to this, we have a highly skilled team of support staff, who deliver research led and targeted academic interventions. Any interventions which are chosen, will be selected based on relevant research which shows that it has the greatest potential to close the gap on learning.

We recognise the importance that speech, language and communication skills play in the life of pupils, especially in their ability to learn, to make friends and to support their mental health. We are familiar with the research which identifies that more disadvantaged pupils are at greater risk of speech, language and communication needs (SLCN) and are using our pupil premium funding to support these needs. We are aiming to ensure that our pupils can access support for their SLCN by delivering targeted support in school and working with local speech and language therapists for pupils with more severe and complex needs. This will, in turn, support their learning across the whole curriculum, especially in writing and reading and support our aim to enable

competent, confident pupils to achieve. This support is part of our strategy to narrow the gap between more and less advantaged pupils.

At Etchells Primary School, we aim to strategically use pupil premium funding to offer additional support to ensure that all children can access their full potential.

To ensure that our approaches are effective we will:

- Make pupil premium and disadvantage a priority throughout school so that all bodies involved recognise and work to close the learning gap.
- Ensure that all stakeholders understand what it is like to be 'living in poverty' and that this is taken into consideration when planning learning activities as well as extra-curricular events.
- As class teachers, ensure that data tracking shows progress being made or barriers to learning for those identified as pupil premium.
- Complete rigorous pupil progress meetings where the progress of those children identified as pupil premium is scrutinised and barriers are discussed.
- Analyse data and look for patterns or trends across school.
- Utilise high quality interventions, which will be planned to support the progress of any children who had a barrier to learning, including those identified as pupil premium.
- Ensure that well-being is a priority and support is in place for those who need it.
- Ensure that attendance is a key priority across all children in school, including those who are pupil premium.
- Allocate a senior leader within school to take responsibility for pupil premium. This person will monitor the progress of these children and support the strategic planning of spending decisions.
- Allocate a named governor with responsibility for overseeing pupil premium.
- Ensure that spending is reviewed yearly and that interventions being used are effectively closing the learning gap.
- Clearly and closely monitor this strategy.

## Challenges

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

Challenge number	Detail of challenge
1. Reading	<p><b>SDP Priority 1</b></p> <p>Whilst attainment at the end of each Key Phase is just above or just in-line with National, internal data shows that Reading across school is a priority, with Pupil premium data being a key priority.</p> <p>(2023 Nationalised Data shows that attainment in Reading at EXT level in KS1 was 68% (National was 67%). 2023 data shows that attainment in Reading at EXT in KS2 was 74% (National was 73%).</p>

<p>2. Closing the vocabulary gap</p>	<p><b>SDP Priority 1</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. 2022 data indicates that 40% of pupil premium children did not pass the phonics screening test. This negatively impacts their development as readers, spellers and writers as children progress through the school. Significant additional support is often needed to ensure children make accelerated progress to meet/exceed age-related expectations. Following a 3-year trend of being well above national standards for the % of children passing phonics screening check in year 1, significant intervention is required to ensure children reach the standard required to pass the phonics screening check 2022-23.</p>
<p>3. Speech, language and communication needs (SLCN)</p>	<p><b>SDP Priority 1</b></p> <p>We have 21% of pupils with speech, language and communication needs across school, with a significant number in EYFS and KS1. This has been identified using standardised assessments. Well used research identifies that these pupils are likely to struggle across all areas of learning, social and emotional development.</p>
<p>4. To meet/ exceed National levels and close the attainment gap in Reading, Writing and Maths</p>	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to have gaps in learning. These findings are mirrored at a national level. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations.</p> <p>At KS1 overall, attainment in reading, writing and maths are above national levels at both the expected standard and greater depth standard. Despite this, gaps in attainment exist between the disadvantaged and non-disadvantaged cohort in all three areas. This mirrors national trends.</p> <p>At KS2, end of year data (July 2022) indicates that attainment was above or inline with national levels in reading, writing and maths. However, the gap between disadvantaged pupil and non-disadvantages pupils is evident in all subjects and year groups. Observations, progress data and pupil progress meeting discussions suggest that the strategies employed by school to close gaps however is having a positive impact when supporting disadvantaged (and all) children to make accelerated progress from low starting points. The challenge is to maintain this momentum for further impact.</p>
<p>5. Multiple barriers to learning</p>	<p>We recognise that children who are pupil premium may have several barriers to learning in addition to this. Across school we have children who have multiple barriers to learning: SEN &amp; PP 25/65 38% EAL &amp; PP 20/65 31%. Significant numbers of children and families experience social, emotional and wellbeing barriers to learning and attending school requiring regular intervention and support from staff in school and external partners.</p>
<p>6. Behaviour, including behaviour for learning</p>	<p><b>SDP Priority 3</b></p> <p>We recognise and understand that building positive relationships with all pupils is the foundation needed for growth, both academically and emotionally. By following the Paul Dix approach, and using this consistently through school, including celebrating positive behaviours, we feel that all our children will develop both emotionally and academically. We aim to ensure that the learning environment throughout school is calm and keeps pupils focussed in lessons</p>

	ensuring they can give their best. To do this, we will ensure there is minimal low level disruption and children will learn in a warm, nurturing environment where positive relationships are formed in the classrooms. All areas of the school, including classrooms, will be calm with children and staff showing respect for those around the
7. Attendance	Our attendance data (summer 2022 for the whole school was 93.4% and for Pupil Premium cohort 94%. This illustrates that there is no gap but it is slightly lower than the target of >95% for all pupils.

## 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
Progress in Reading (SDP Priority 1)	<ul style="list-style-type: none"> <li>• Reading lesson design disseminated to staff along with success Criteria ladders to be used within lessons</li> <li>• Reading lessons design being taught and pupil voice shows that this approach is consistently being used.</li> <li>• Prior learning to be taught to the lowest 20% of the cohort.</li> <li>• Evidence of consistent high-quality teaching demonstrated during lesson observations and subject leader monitoring in reading.</li> <li>• Speech and Language to be delivered and staff trained accordingly to support this.</li> </ul>
To ensure that progression of knowledge is clearly set out - teachers are clear about what pupils should know and remember. (SDP Priority 2)	<ul style="list-style-type: none"> <li>• Updated electronic curriculum document in place, known as the Knowledge Progression Document</li> <li>• SSE forms completed: "How effectively are teachers revisiting earlier learning to ensure previous knowledge is secure?"</li> <li>• "Is there evidence that teachers are addressing gaps in learning with pupils and that they are catching up?"</li> </ul>
Support for pupils with SLCN	<ul style="list-style-type: none"> <li>• To support children with SLCN so that they can match the attainment of their peers who do not have SLCN.</li> <li>• Targeting support to those pupils with SLCN to enable them to better understand teaching and conversations in the classroom and enable them to participate fully and at an appropriate level of competence.</li> </ul>
To achieve and sustain high levels of wellbeing for all pupils in school, particularly our disadvantaged pupils and ensure that poverty is not a barrier to accessing learning opportunities.	<ul style="list-style-type: none"> <li>• Pupils receive strategies and information to support their own personal wellbeing through the PSHE curriculum, circle times and whole school assemblies.</li> <li>• All pupils at Etchells have access to individual wellbeing and support from Nursery through to Year 6</li> </ul>

	<ul style="list-style-type: none"> <li>• Support is signposted to all parents in the weekly newsletter when appropriate</li> <li>• There is a clear and systematic referral system that can be fed into by pupils, parents/carers to teachers or directly to the Wellbeing Lead</li> <li>• Posters signposting support available are also displayed around school (at present in the entrance way, but will be more in a few weeks)</li> <li>• In prioritising pupils for interventions EV considers all factors including PP</li> <li>• EV evaluates each case and allocates appropriate interventions, these may be ELSA (Emotional literacy support, Drawing &amp; Talking Therapy, Nurture Group or referral to MHST.</li> </ul>
To ensure that misconceptions are identified and addressed swiftly and effectively, so pupils catch up and achieve well (SDP Priority 2)	<ul style="list-style-type: none"> <li>• Children's workbooks to show evidence of revisit and recall strategies</li> <li>• Pupil voice demonstrates a strong grasp of previous and current learning</li> <li>• Staff can articulate how they check previous learning and tiered success criteria make clear links to previous knowledge, giving opportunity to identify gaps</li> </ul>
To achieve and sustain improve attendance for all pupils particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Robust monitoring will be continued to ensure that all children who are absent from school are scrutinised.</li> <li>• Links made pastorally to address absenteeism at the first instance.</li> <li>• In the interim, while plans are being put into place, staff will support children being brought to school.</li> </ul>
<p>The Paul Dix approach is used consistently through school and positive behaviours are consistently celebrated</p> <p>Pupils are focussed in lessons, giving their best. There is minimal low-level disruption and warm, nurturing relationships are formed in classrooms, overriding any distractions from learning</p> <p>All areas of the school, including classrooms, are calm with children and staff showing respect for those around them</p>	<ul style="list-style-type: none"> <li>• Carry out learning walks with specific feedback to staff: SSE forms completed: "How effectively are teachers using the recognition boards, completing the clipboard record and engaging in positive dialogue in the classroom?" "How well do adults communicate with children around school? Are the adults being effective in modelling behaviour? Are the children responding by demonstrating calm and respectful behaviour in classrooms and around school?"</li> <li>• Clipboards checked by phase leaders and used to collect behavioural data to report to governors</li> <li>• The focus of the recognition board is changed regularly; children can articulate its purpose</li> <li>• Adults are consistent in modelling quietness in corridors and when walking with children, giving positive feedback to the children</li> <li>• Adults can be seen and heard stopping children, taking them back and insisting on respectful behaviour when needed.</li> </ul>
Projected spending	

## 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) for the academic year actions (2023-24)

Budgeted cost: £10,000 books/ supply cost NPQ's and Training / Schofield and Sims reading resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading, Speech and Language:</p> <ul style="list-style-type: none"> <li>● Invest in high quality, diverse and decodable reading books.</li> <li>● Key skills of reading and phonics built into reading, phonics and spelling lessons across school.</li> <li>● Speech and language interventions being delivered by TA's.</li> <li>● High quality texts used as a stimulus across the curriculum, particularly for writing.</li> <li>● The Link Speech and Language CPD training completed</li> <li>● Wellcome assessments being used in EYFS consistently.</li> <li>● Teachers and teaching assistants are using classroom strategies that have been specifically identified as supporting pupils' speech, language and communication development- strategies include wait time, pre-teaching vocabulary and opportunities to practise expressive language skills.</li> </ul>	<p><b>National Literacy Trust – Improving the home learning environment a behaviour approach</b> (Nov 2018) – Chat, play and read approach to language development, which begins at home and is crucial in the first 5 years of a child's life.</p> <p><b>EEF Reading comprehension approaches</b> <i>'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.'</i></p> <p><i>'The skills and competence of the teacher and teaching assistant in the way that they deliver information affects the language development of their pupils' (Voice 21, Frontiers in Psychology)</i></p>	<p>1, 2, 3, 4</p>
<p>Quality first teaching:</p> <ul style="list-style-type: none"> <li>● Many members of the school staff are undertaking NPQ's in relevant subject areas. Cost of supply cover for this training.</li> </ul>	<p><b>National Professional Qualification Interim Report.</b></p> <p><i>'NPQ participants described how their qualification has led to an increase in skills and knowledge which many have been able to apply directly to their teaching and ways of working, whereby</i></p>	<p>All</p>

	<i>enabling them to make changes in their role'</i>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

**Budgeted cost: £32,760 cost for 7 full time highly skilled TA's 1.5 hours per day (plus £14,040 for EY staff)**

**4 x KS2 TA and 3 x KS1 TA - 7.5 hours in English and Reading - as per SDP - £32,760**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Targeted interventions:</p> <ul style="list-style-type: none"> <li>• Precisions Teaching sessions run by highly skilled staff</li> <li>• Small group interventions across all year groups - motor skills united, speech and language, working memory groups. social communication groups.</li> <li>• Well-being lunchtime club</li> <li>• Well-being sessions with wellbeing lead(s)</li> <li>• Additional speech and language support across school</li> <li>• Lunchtime touch-typing club</li> <li>• 1 full time class-based teaching assistant per year group in school</li> <li>• After school boosters for year 6 SAT and High School preparation.</li> <li>• TA support for reading and writing lessons for target areas from SDP.</li> </ul>	<p><b>EEF-</b> Targeted academic support.</p> <p><b>EEF</b> – Selecting Interventions Evidence insights</p> <p><b>EEF- Making the best use of Teaching Assistants.</b> <i>'Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately <b>three to four additional months</b>'</i></p>	1, 2, 3, 4

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

**Budgeted cost: £16,000 / £6,581 SALT/Wellbeing lead £6,240**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>• Well-being and accessing wider opportunities</li> <li>• Behaviour</li> <li>• Attendance</li> </ul>	<b>EEF, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself + 4 months</b>	5, 7



<ul style="list-style-type: none"> <li>• Increasing attendance – robust systems in place</li> <li>• Regular meetings with parents to discuss progress and targets (3 x yearly)</li> <li>• Regular SEN meetings to discuss progress and targets against SEN plans.</li> </ul>	<p><i>School data showing % of children with multiple barriers to learning</i>  <i>Poverty-proofing questionnaire and</i>  <u><i>Improving School Attendance DfE</i></u></p>	
<ul style="list-style-type: none"> <li>• Swimming paid for all KS2 pupils to achieve the NC award, along with transport to and from the swimming bath.</li> <li>• RSE workshops offered yearly to all parents</li> <li>• Targeted pupils for extra-curricular / computing / Sport / performance club</li> <li>• Spare PE kit bought for school</li> <li>• Second hand uniform and Christmas jumper sales.</li> </ul>	<p><b><i>EEF Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <u>Meta-cognition and self-regulation</u>) may also be involved.</i></b></p> <p><b>Social Mobility and Child Poverty Commission Report</b> “Impact seen where schools prepare pupils for all aspect of life not just exams.”</p> <p><b><i>PP Award winners 2017 Springfield Junior Suffolk. Case study – recognised for outstanding practice providing high quality enrichment and experiences</i></b></p> <p><b><i>Poverty proofing audit actions 2019</i></b></p>	5, 7

**Total budgeted cost: £ 91,520 (+£14,040 EY)**

## Part B: Review of the previous academic year

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

Aim	Outcome
<p>To address the reading attainment and maths attainment in targeted Year Groups through intervention teaching</p>	<ul style="list-style-type: none"> <li>● Scrutiny of data, following school-led tutoring throughout the Spring and Summer term, shows that in some year groups, accelerated progress was as high as 45% with all year groups having maintained or accelerated progress of at least 81%.</li> </ul>
<p>Sessions with allocated Wellbeing teacher to address anxiety and wellbeing</p>	<ul style="list-style-type: none"> <li>● Full programme of experiences and visitors planned for all pupils in different curriculum areas. Ensure these provide opportunities to improve language, imagination, communication as well as impacting positively on children's social and emotional wellbeing.</li> <li>● Through pupil progress meetings, the pupil premium children were discussed and any that needed support with their emotional wellbeing. These children have been referred to our wellbeing lead to complete sessions with them. A number of families have also been discussed at TAS meetings to support families.</li> <li>● Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, and teacher observations, records of interventions offered.</li> <li>● Monitoring and records to show an increase in participation in enrichment activities, particularly among disadvantaged pupil.</li> <li>● A significant number of children and families continue to experience social, emotional and wellbeing barriers to learning and attending school requiring regular intervention and support from staff in school and external partners. Cost of living increasing and impacting families and staff.</li> <li>● Individual and group Wellbeing sessions take place on a Thursday afternoon with Elizabeth Vedvik and on Monday's with Olivia Tumini from MHST (Stockport's Mental Health Support Team worker)</li> <li>● There is a clearly set out process for identification and referral. Class teachers refer pupils to EV. Parents, pupils or other staff members may inform the class teacher of this need,</li> <li>● EV evaluates referrals and assess the most appropriate intervention. In certain instances, EV with closely liaise with BK for the best fit. The options are: <ul style="list-style-type: none"> <li>- ELSA (Emotional Literacy Sessions)</li> <li>- Talking and Drawing Therapy</li> <li>- Lunch time nurture group</li> <li>- Referral to MHST (over 7 years old)</li> </ul> </li> <li>● The next stage after these approaches is to refer to Primary Jigsaw and CAMHS. When prioritising, SEN and pupil premium status are taken into consideration. It may be the</li> </ul>

case that some pupils go through a range of the interventions over a number of years.

- Depending on the purpose and need, the sessions are composed of individual, partner or groups of pupils. The content of each session is as unique as each of the individual pupils, however, common threads are friendships, confidence, self-esteem, anxiety, anger, stress, personal issues, bereavement and conflict resolution.
- Attendance at each session is optional and this is explained clearly. Pupils can choose not to partake or have a week's break if they wish. No pupil has declined to participate or wished to skip a week.
- Autumn 2023 the cohort completing interventions
- ELSA - 6 pupils ranging from a sibling with long term illness, pupil who has a long term illness, family bereavement, anxiety and low self-esteem and attachment.
- Nurture Group – 10 pupils – ranging from low self-esteem, anxiety, to emotional regulation.
- MHST – Group of Year 6 and 5 individual pupils regarding anxiety and worry

To look at the child's progress across their core subjects, ensuring they meet in RWM.

External Assessment Data 2023						
		Etchells 2022	National Average 2022	National Average 2023	2023 Without Resource Base children/ late arrivals	2023 Full cohort with RB
GLD (Reception)		72%	65%		71%	69%
Phonics		90%	76%		90%	83%
KS1 Reading	EXS	85%	67%		68%	67%
	GDS	24%	18%		18%	18%
KS1 Writing	EXS	59%	58%		64%	63%
	GDS	12%	8%		18%	18%
KS1 Maths	EXS	78%	68%		77%	77%
	GDS	27%	15%		19%	19%
KS1 RWM combined	EXS	56%	53%		56%	56%
	GDS	10%	6%		10%	10%
KS2 Reading	EXS	87%	74%	73%	74%	69%
	GDS	22%	29%		25%	23%
KS2 Writing	EXS	87%	70%	71%	82%	77%
	GDS	27%	13%		25%	23%
KS2 Maths	EXS	83%	71%	73%	72% (74%)	74%
	GDS	28%	23%		32%	30%
KS2 GPS	EXS	87%	72%		81%	75%
	GDS	33%			39%	36%
KS2 RWM combined	EXS	75%	59%	59%	67%	62%
	GDS	8%	7%		18%	16%

- Data analysis shows that our disadvantaged pupils are working below their non-disadvantaged pupils in all three subjects. However, they are working above the national level

	<p>for disadvantaged pupils, at the expected standard, for all year groups except Year 6.</p> <ul style="list-style-type: none"> <li>• Last year, reading in Year 2 PP was below average (10%) and Maths in Year 3 was 28%, these are both lower than the Non-Pupil Premium children. This year, during the appraisal cycle the DHT has asked the TAs to name a number of PP children that they would do work with over the course of the year. These children were discussed with both teachers and teaching assistants during pupil progress meetings. The cohort of children in Year 2 PP that was at 10% is now at 56%, however, this is still at 23% gap to non PP children. The year 3 children, now in Year 4 have increased to 79% through interventions. There is still a gap with non PP children.</li> <li>• RWM for Year 1-3 has increased by 10% since last year. This is becoming more online with our non PP children. This was closely monitored at Pupil Progress meetings.</li> <li>• Next year as part of the plan, all PP children will have a planning sheet that will detail interventions that they are taking part in and the data will be inputted every term. The teaching assistants will still have PP children as part of their appraisal targets</li> </ul>
<p>PP students to reach our whole school benchmark for attendance.</p> <p>The attendance of the Pupil Premium children is currently 92.27% but needs to be more inline with the non PP children which is 93.18%. Both to be improved.</p>	<ul style="list-style-type: none"> <li>• Analysis of attendance data, case studies, records of communication between school and families – attendance records show impact of interventions for individuals.</li> <li>• Weekly calls SENCO / Family support worker / class teachers / EWO.</li> <li>• Bilingual support through the EDS service enabled more barriers to attending to be removed for some families.</li> <li>• The benchmark for the school was 94%, which is the national average. Last year, The attendance of the Pupil Premium children was 92.27% but needed to be more in line with the non PP children which was 93.18%. Currently the attendance for PP children is 89.15% which is lower than last year. However, there are a few children who have joined that the attendance has impacted on the whole figure with one being as low as 35%. This will continue to be a priority for next year.</li> </ul> <p><b>Actions 2023-24</b></p> <p>Attendance is a school priority. Continue to ensure attendance for all disadvantaged pupils is above 95% and in line with those of peers reducing small proportion of those classed as persistent absentees.</p>

**Total cost: £ £97342.50**

## **Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*