

Market Rasen C of E Primary Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
School name	Market Rasen C of E Primary
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	31.4% (23/23 -32.7%) (21/22 -25.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023- 2024/23 (Year 2 of plan this year)
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Smith, Executive Headteacher
Pupil premium lead	Andrew Smith, Executive Headteacher
Governor / Trustee lead	Geoff Barnes, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,770 (DPP)*
Recovery premium funding allocation this academic year	£ 13,412 (Covid RP)* £ 5,873 (SBT)*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,055

***Codes used in activity this academic year**

This statement was agreed by the Resources Committee of the North Wolds Federation on 27/11/22

Part A: Pupil premium strategy plan

Statement of intent

At Market Rasen C of E Primary School, 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. 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. Our Christian values that align to this intent are commitment to achieve, fairness, caring and respect.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will come from a data driven evidence base. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and especially those children who are co-classified SEND and disadvantaged.

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 complement each other to help pupils excel. To ensure they are effective we will:

- ensure we carefully identify all disadvantaged children, not just those eligible for the Pupil Premium.
- 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	Detail of challenge																																				
1	<p>Assessments, observations and discussions with pupils and teacher's show that our disadvantaged children come to school with gaps in Communication Language and Literacy and are, as a group, well behind their non disadvantaged peers.</p> <p>2023/24 EYFS Cohort</p> <p>Expected CLL on Entry Dis-advantaged group =25%</p> <p>Expected CLL on Entry Not Disadvantaged group =68%</p> <p>With such high number of children not arriving "on track" it is a challenge to ensure all children get the support they need to catch up. <i>This is a further on entry drop as 22/23 was 31% of the disadvantaged group compared to 66% of the not disadvantaged group.</i></p>																																				
2	<p>As a group our disadvantaged children in EYFS come in below in most areas, not just CLL.</p> <table border="1"> <thead> <tr> <th></th> <th>Not Disadvantaged</th> <th>Disadvantaged</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>25%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>25%</td> <td>55%</td> </tr> <tr> <td>CLL</td> <td>68%</td> <td>25%</td> <td>43%</td> </tr> <tr> <td>PSED</td> <td>80%</td> <td>0%</td> <td>80%</td> </tr> <tr> <td>PD</td> <td>80%</td> <td>25%</td> <td>55%</td> </tr> <tr> <td>MATHS</td> <td>72%</td> <td>25%</td> <td>47%</td> </tr> <tr> <td>UTW</td> <td>68%</td> <td>25%</td> <td>43%</td> </tr> <tr> <td>EAD</td> <td>76%</td> <td>25%</td> <td>51%</td> </tr> </tbody> </table>		Not Disadvantaged	Disadvantaged	GAP	Reading	68%	25%	43%	Writing	80%	25%	55%	CLL	68%	25%	43%	PSED	80%	0%	80%	PD	80%	25%	55%	MATHS	72%	25%	47%	UTW	68%	25%	43%	EAD	76%	25%	51%
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3	<p>Historically our assessments show that our phonics outcomes at the end of KS1 are slightly lower for our disadvantaged children than our non-disadvantaged.</p> <ul style="list-style-type: none"> • 2023 Y1 PSC Disadvantaged 80% • 2023 Y1 PSC Not Disadvantaged 91% (11% Gap) • 2022 Y1 PSC Disadvantaged 67% • 2022 Y1 PSC Not Disadvantaged 82% (15% Gap) <p>Both groups were above their respective comparison groups.</p>																																				
4	<p>Disadvantaged children across the school are likely to be lower in reading, writing and maths than not disadvantaged.</p> <p>Years 1-6 Teacher Assessment Summer 2023 (JB/OT/GDS)</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>74%</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>91%</td> <td>90%</td> <td>86%</td> </tr> <tr> <td>GAP</td> <td>-17%</td> <td>-20%</td> <td>-13%</td> </tr> </tbody> </table> <p>This is due to lower starting points for disadvantaged children who enter Reception.</p>		Reading	Writing	Maths	Disadvantaged	74%	70%	73%	Not Disadvantaged	91%	90%	86%	GAP	-17%	-20%	-13%																				
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5	<p>We know that our children who are disadvantaged and co-classified SEND are our most vulnerable group. This subgroup makes up 11% of our 2023/24 whole school cohort and 33% of the disadvantaged cohort. This percentage has been static for the last 3 years.</p>																					
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This could be down the engagement with the online learning. This data, from the 2nd school lockdown, shows that disadvantaged children were less likely to be in school as keyworker children or vulnerable. Disadvantaged children, despite our best efforts, were more likely to be in the bottom 2 categories of engagement.</p> <table border="1" data-bbox="363 555 1406 992"> <thead> <tr> <th></th> <th>Not disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>In school full time</td> <td>15%</td> <td>8%</td> </tr> <tr> <td>In school part time</td> <td>19%</td> <td>12%</td> </tr> <tr> <td>High level of engagement</td> <td>29%</td> <td>36%</td> </tr> <tr> <td>Medium level of engagement</td> <td>33%</td> <td>20%</td> </tr> <tr> <td>Low level of engagement</td> <td>4%</td> <td>12%</td> </tr> <tr> <td>Low to No levels of engagement</td> <td>1%</td> <td>14%</td> </tr> </tbody> </table> <p>Whilst the school closures seem a long time ago now the “long tail” of COVID still has an impact and disadvantaged learners are more likely to have gaps in learning than non-disadvantaged,</p>		Not disadvantaged	Disadvantaged	In school full time	15%	8%	In school part time	19%	12%	High level of engagement	29%	36%	Medium level of engagement	33%	20%	Low level of engagement	4%	12%	Low to No levels of engagement	1%	14%
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6	<p>Our analysis shows that children who are considered disadvantaged are much more likely to be involved with children’s services or getting support from agencies including school. In the absence of many external services no longer available to families school takes on much more of this support. The analysis is not presented here to avoid identifying children or families,</p>																					
7	<p>Our attendance data for 2022/23 shows that whilst our disadvantaged children attend school much more regularly than disadvantaged children nationally there is a gap to our non disadvantaged children.</p> <p>The gap between our disadvantaged and not disadvantaged is bigger than we would like and needs to be closed.</p> <table border="1" data-bbox="363 1543 1401 1798"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>2022/2023 School</td> <td>92.8%</td> <td>96.5%</td> <td>-3.7%</td> </tr> <tr> <td>2022/2023 FFT National</td> <td>91.3%</td> <td>94.7%</td> <td>-3.4%</td> </tr> <tr> <td>Gap to National</td> <td>+1.5% (Sig+)</td> <td>+1.8% (Sig+)</td> <td></td> </tr> </tbody> </table>		Disadvantaged	Not Disadvantaged	School Gap	2022/2023 School	92.8%	96.5%	-3.7%	2022/2023 FFT National	91.3%	94.7%	-3.4%	Gap to National	+1.5% (Sig+)	+1.8% (Sig+)						
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8	<p>Our research shows us that disadvantaged children are less likely to attend residential events or extra-curricular activities.</p> <p>Sherwood Forest May 2023 Residential Uptake</p> <ul style="list-style-type: none"> • Not disadvantaged 84% • Disadvantaged 70% (-14%) <p>Carlton Lodge Sept 23 Residential uptake:</p> <ul style="list-style-type: none"> • Not disadvantaged 85% • Disadvantaged 47% (-38%) <p>Term 1 2023/24 Extra Curricular Activities Uptake</p> <ul style="list-style-type: none"> • Not disadvantaged attending at least on club 54% • Disadvantaged attending at least one club 49% (-5%) <p>There is a challenge to ensure deprived children take us up on the additional opportunities. This is one of the reason the school has run numerous HAF clubs to address this imbalance. These have been run in Summer 22, Winter 22, Easter 23, Summer 23 and Winter 23 with high levels of attendance and engagement.</p>																																								
9	<p>Analysis of our 2023/24 cohorts show that some classes have much higher than average levels of SEND and Disadvantage.</p> <table border="1" data-bbox="371 891 1407 1267"> <thead> <tr> <th></th> <th>Pupils</th> <th>Disadvantaged</th> <th>SEND</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>31</td> <td>13%</td> <td>3%</td> <td>13%</td> </tr> <tr> <td>Year One</td> <td>42</td> <td>33%</td> <td>12%</td> <td>0%</td> </tr> <tr> <td>Year Two</td> <td>43</td> <td>49%</td> <td>7%</td> <td>12%</td> </tr> <tr> <td>Year Three</td> <td>48</td> <td>29%</td> <td>17%</td> <td>8%</td> </tr> <tr> <td>Year Four</td> <td>48</td> <td>33%</td> <td>17%</td> <td>4%</td> </tr> <tr> <td>Year Five</td> <td>49</td> <td>29%</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Year Six</td> <td>48</td> <td>29%</td> <td>21%</td> <td>0%</td> </tr> </tbody> </table> <p>Yellow denotes above the national average (Disadvantaged 26%, SEND 13.4%, EHCP 2.5%)</p>		Pupils	Disadvantaged	SEND	EHCP	Reception	31	13%	3%	13%	Year One	42	33%	12%	0%	Year Two	43	49%	7%	12%	Year Three	48	29%	17%	8%	Year Four	48	33%	17%	4%	Year Five	49	29%	14%	0%	Year Six	48	29%	21%	0%
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attainment in phonics for disadvantaged children remains strong.	PSC scores for 22/23, 23/24 and 24/25 show no real gap between our disadvantaged and not disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 22/23, 23/24 and 24/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in the need for Parental Support and ELSA
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 22/23, 23/24 and 24/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2% on 2021/22 Year End Figures. • the percentage of all pupils who are persistently absent being is at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average.
To accelerate the progress of children co-classified as SEND and deprived.	Gap between SEND disadvantaged and not SEND closes from the Summer 2 in R,W and M by 24/25.
To close the gap in teacher assessment attainment in core subjects	By 24/25 close the gaps as measured in Summer 2022 in R,W,M
Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	By 2024/25 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.

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: **£78,914**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have targeted teaching assistant support for classes with high levels of disadvantaged children (£63,414) (DPP)	The EEF suggest using TAs to <ul style="list-style-type: none"> Deliver high quality one-to one and small group support using structured interventions Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 	1,2,3,4,5,7,9
To teach EYFS children separately to KS1 children in the mornings to improve teaching of phonics, early reading and CLL more generally. (£10,000) (DPP)	It is notoriously difficult to teach the EYFS curriculum alongside KS1 as we have done in the past. The voice of our experienced teachers tells us that they can make more progress in key areas to us such as CLL not mixing classes like we do further up the school.	1,2,3,4,5,9
To have ongoing and enhanced training for Phonics and Early Reading and management time to enable our early reading leader to do QA. (£5,000) (DPP)	Recommended by the LEAD Teaching School	1,2,3,4,6
To work with the English Hub on CPD to improve reading fluency across the school. (£500) (RP)	Recommended by the LEAD Teaching School	1,2,3,4,6

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

Budgeted cost: **£43088**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tuition</p> <p>Autumn Term- 4 Blocks of 30 hours (£5873)</p> <p>Spring Term- 8 Blocks of 15 hours (£5873)</p> <p>Summer Term-8 Blocks of 15 Hours (£5873) (SBT) (£11746) (RP)</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,4,5,6,9
<p>TA hours to run Welcomme (CLL) and Phonics daily interventions</p> <p>(£12,610) (DPP)</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,5
<p>To run an “Easter School” for all Y6 children wishing to attend to ensure they are secondary ready.</p> <p>(£2,400) (DPP)</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4,5,6
<p>To run an daily intervention group for children at risk of not being Secondary Ready in Y5/6</p> <p>(£5000) (DPP)</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4,5,6
<p>Resources for Interventions including LW, Nessy and IDL (£2059) (RP)</p>	<p>These evidence based resources are necessary to deliver SBT and interventions.</p>	1,2,3,4,5,6
<p>Phonics Resources (3400 RP)</p>	<p>To invest in phonics resources, as recommended by the English Hub, to improve early reading.</p>	1,2,3,4,5

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

Budgeted cost: **£34053**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have access to a TAC worker and an ELSA key worker to support emotional wellbeing and improve attendance via support and EBSAs. (£5,000) (DPP) (£0) (RP)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): There is extensive evidence that show that good school; attendance correlates with better outcomes for pupils,	6,7
To have more access to a qualified SENCo to support send children especially those 34 who are considered disadvantaged. (£20,000) (DPP)	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.	5,6,9
To have access to an educational psychologist to support overcoming learning barriers (£1200) (DPP)	EP input is invaluable in enabling us to remove barriers to learning for some children.	5,6,9
To purchase additional support from STT to expedite reports for disadvantaged children with SEND / suspected SEND. (£3,408) (DPP)	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes. Strategies suggested in the STT reports are invaluable to ensure those children make accelerated progress.	5,6,9
Support for disadvantaged children to attend clubs and residential opportunities. Deprived children to be prioritized for all activities and residential. Any deprived child not attending a residential event to be contacted to offer support to ensure they are able to go if they want to. (£1407) (DPP)	It is a moral imperative that deprived children have at least as much access their the aforementioned so as not to limit their exposure to cultural capital and further opportunities.	8
To purchase milk for all FSM children to drink in the school day (£1300) (PP)	To fulfil our context specific intent of healthy children.	Overarching Context Specific Intent-Health
Contingency fund for acute issues. (£1738) (PP)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	N/A

Total budgeted cost: £ 156055

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 2022 to 2023 academic year.

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>2022/2023:</p> <p>Disadvantaged on Entry CLL (On track) 21%</p> <p>Disadvantaged on Exit CLL (On track) 50%</p> <p>Analysis: Progress is being made but we need to continue our strategies to ensure even more disadvantaged children are on track in CLL by the end of the EYFS year. We are supporting local nurseries to help us with this.</p>
<p>Attainment in phonics for disadvantaged children remains strong.</p>	<p>PSC scores for 22/23, 23/24 and 24/25 show no real gap between our disadvantaged and not disadvantaged children</p> <p>2022/23:</p> <p>Disadvantaged PSC Expected Outcome 80%</p> <p><i>2023 National Disadvantaged 67%</i></p> <p><i>2023 National Other 85%</i></p> <p>Analysis: We are closing in on our aim to have no gap between DPP eligible and national other however this is due to the strategies outlined in the pupil premium statement which will need to continue.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.</p> <p>2022/23:</p> <p>KS2 Disadvantaged Reading Expected Level 54%</p> <p><i>*2022 National Disadvantaged 62%</i></p> <p><i>*2022 National Other 80%</i></p> <p>KS2 Disadvantaged Reading Higher Level 31%</p> <p><i>*2022 National Disadvantaged 17%</i></p> <p><i>*2022 National Other 30%</i></p> <p style="text-align: right;"><small>*2022 used as 2023 is not yet published.</small></p> <p>Analysis: Progress has been made at the higher level however, due to cohort related issues less progress was made at the expected level.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing in 22/23, 23/24 and 24/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in the need for Parental Support and ELSA <p>See 2022/23 Parent view</p> <p>See 2022/23 Wellbeing Survey</p> <p>Analysis: Pupil wellbeing as voice by parents and children is good. However we have record numbers of families needed support from school so the need for Parental Support, TAC and ELSA continues.</p>																
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 22/23, 23/24 and 24/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2% on 2021/22 Year End Figures. • the percentage of all pupils who are persistently absent being is at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average. <table border="1" data-bbox="587 981 1369 1346"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>2022/2023 School</td> <td>92.8%</td> <td>96.5%</td> <td>-3.7%</td> </tr> <tr> <td>2022/2023 FFT National</td> <td>91.3%</td> <td>94.7%</td> <td>-3.4%</td> </tr> <tr> <td>Gap to Nat</td> <td>+1.5% (Sig+)</td> <td>+1.8% (Sig+)</td> <td></td> </tr> </tbody> </table> <p>Analysis: Disadvantaged children attend much better than national (significantly) however there is a gap to our not disadvantaged that we intend to close.</p>		Disadvantaged	Not Disadvantaged	School Gap	2022/2023 School	92.8%	96.5%	-3.7%	2022/2023 FFT National	91.3%	94.7%	-3.4%	Gap to Nat	+1.5% (Sig+)	+1.8% (Sig+)	
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2022/2023 FFT National	91.3%	94.7%	-3.4%														
Gap to Nat	+1.5% (Sig+)	+1.8% (Sig+)															
<p>To accelerate the progress of children co-classified as SEND and deprived.</p>	<p>Gap between SEND disadvantaged and not SEND closes from the Summer 2 in R,W and M by 24/25</p> <table border="1" data-bbox="587 1621 1369 1827"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>Gaps</th> </tr> </thead> <tbody> <tr> <td>Summer 2 21/22</td> <td>39%</td> <td>31%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Summer 2 22/23</td> <td>47%</td> <td>34%</td> <td>47%</td> <td>66%</td> </tr> </tbody> </table> <p>Measure: SEND and DPP Eligible JB, OT and GDS.</p> <p>Analysis: Progress in being seen in reading, writing, maths and gaps due to a range of strategies including carefully targeted tuition.</p>		R	W	M	Gaps	Summer 2 21/22	39%	31%	38%	50%	Summer 2 22/23	47%	34%	47%	66%	
	R	W	M	Gaps													
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To close the gap in teacher assessment attainment in core subjects	<p>By 24/25 close the gaps as measured in Summer 2022 in R,W,M</p> <table border="1" data-bbox="587 203 1369 405"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>Gaps</th> </tr> </thead> <tbody> <tr> <td>Summer 2 21/22</td> <td>70%</td> <td>69%</td> <td>71%</td> <td>78%</td> </tr> <tr> <td>Summer 2 22/23</td> <td>73%</td> <td>69%</td> <td>73%</td> <td>86%</td> </tr> </tbody> </table> <p>Analysis: Progress in being seen in reading, maths and gaps due to a range of strategies including carefully targeted tuition.</p>		R	W	M	Gaps	Summer 2 21/22	70%	69%	71%	78%	Summer 2 22/23	73%	69%	73%	86%
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Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	<p>By 2024/25 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.</p> <p>See Disadvantaged Gaps Report.</p> <p>Analysis: There is still a small gap in disadvantaged children attending extra curricular clubs and a bigger gap in residential and activities such as bike ability despite our best efforts. The HAF club, funded by the LA not Pupil Premium, goes some way to close this gap. Around half of our disadvantaged children attend each club.</p>															

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Reading for Fluency	Little Wandle / English Hub English Hub

Service pupil premium funding (optional)

Measure	Details
	Due to the very small number of pupils eligible for SPP (4) it would not be appropriate to share this information here for fear of identification.