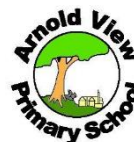


Pupil premium strategy statement: Arnold View Primary



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

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

School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027/28 (1 st year) First year
Date this statement was published	21.12.2024
Date on which it will be reviewed	December 2025
Statement authorised by	Caroline Otterburn (HT)
Pupil premium lead	Caroline Otterburn (HT)
Governor	Niki Lineker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,360 (£1480 per pupil)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£0
Total budget for this academic year <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>	£84,360

Part A: Pupil premium strategy plan

Statement of intent

At Arnold View Primary and Nursery school we strive to provide the best education for all of our children regardless of their background. We want them to build the aspiration, self-belief that they can achieve whatever they want to. Our Pupil Premium Strategy has been written to identify the challenges that our disadvantaged pupils face and ways in which we can use the allocated funding to support us to overcome these challenges and maximise potential.

Research tells us that, nationally, the gap between disadvantaged and non disadvantaged pupils. The DfE findings from the Autumn 2021 document states “Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers”. The gap narrowed slightly in 2022-2023 but then seems to have widened. As a school, in the last year, we have seen our numbers decline moderately due to our year 6 cohort leaving, which had a significant number of pupils. The challenges faced by our Pupil Premium pupils include gaps in their academic learning, attendance, mental health and wellbeing and expectation of standards within the school setting, including the presentation of work. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO, DfE VYED and liaising with children and families.

We aim to ensure that disadvantaged children have access to a wide and full curriculum, attend school on a regular basis and are given the opportunity to succeed in line with their peers. This is not only in the core subjects but throughout the whole curriculum. We want to give them life experiences, skills and knowledge that will benefit them as they move through their education and further on into their adult lives. We want them to develop as life-long learners so that they can succeed.

We are passionate in our determination to ensure that the provision in our school enables our Pupil Premium pupils to overcome any barriers and maximise their potential. As a school, we strive to support and work with our families to increase engagement so that we can be the champion our Pupil Premium pupils and their families deserve. We will always go above and beyond to ensure we increase attainment, provide strategies to support pupils socially and emotionally, achieve high levels of attendance, provide cultural capital and prepare our pupils for life in modern day Britain.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance is a significant issue for our pupils in receipt of Pupil Premium as our VYED data for 2023-2024 puts us in decile 8 which is the bottom 20-30% of schools at 90.4%.</p> <p>Our non- disadvantaged children have a persistent absence percentage of 12.1% in comparison to our disadvantaged pupils who have a percentage of 29.8% which means that we are in decile 7 and the bottom 30-40% of schools.</p> <p>This impact of this is that pupils are not attending as they are not in school and miss the planned interventions to raise attainment.</p>
2	<p>Assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Pupils have not always had exposure to a range of texts in the home and this limited experience of the world, either first hand or through books has a significant impact on their vocabulary, comprehension skills ability to infer from texts at different levels (SIP Priority 4). Reading assessments need to be accurate and in line with current statutory expectations.</p>
3	<p>Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Our disadvantaged children exhibit poorer oracy skills in comparison to children of the same age and this impacts on later writing development (such as holding sentences in their heads in order to write them).</p> <p>Handwriting, composition and the application of punctuation in their writing need to be targeted in school. (This is the SIP priority 1).</p>
4	<p>Assessments indicate that maths attainment among disadvantaged pupils is below, in some year groups, that of non-disadvantaged pupils.</p> <p>The level of exposure to number and counting in early life means that some disadvantaged pupils struggle to develop their numeracy skills. (SIP priority 4)</p> <p>Mathematics assessments need to be accurate and in line with current statutory expectations.</p>
5	<p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including difficulty in accessing a range of enrichment opportunities due to the cost-of-living crisis.</p> <p>Data shows that our children in receipt of Pupil Premium can exhibit a range of social, emotional and mental health unmet needs.</p>
6	<p>Although we have lower numbers of children in receipt of PPG in EYFS, data shows us that not all of our pupils are achieving GLD</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.

Intended outcome	Success criteria
To improve attendance among disadvantaged pupils	<ul style="list-style-type: none"> • Attendance percentages are aligned with non-disadvantaged pupils • Attendance for PP pupils improves to be in line with National expectations and there is no gap between PP and non-PP pupils.
To improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in reading for PP pupils is in line with National. • PP pupils are reading a book at least 5x a week. • PP pupil voice report that they like reading and will discuss books
To improve writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in writing for PP pupils is in line with National.
To improve maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in maths for PP pupils is in line with National.
To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils, utilising the staff available.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ○ Qualitative data from pupil voice, parent surveys and teacher observations. ○ Boxall data, for those pupils who have participated in interventions e.g. Buttons, the Therapy dog, Verve Drawing and Talking Therapy, Mental Health Support Worker from CAMSh, ELSA shows a positive impact. ○ A significant increase in participation in enrichment activities, particularly among PP pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On going support from the systematic phonics scheme</p> <p>Phonics intervention groups on a daily basis to ensure Year 1 pass phonics screening check</p> <p>Training for staff to ensure a consistent approach to the teaching of phonics (RWI).</p> <p>We will fund release time for the phonics lead to provide ongoing support for staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=sit_e_search&search_term=phonics</p>	2
<p>Improving cardinality of number in young children so that they have a thorough understanding of number without having to count.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The National Centre of Excellence in the Teaching of Mathematics programme to improve EYFS and KS1 pupils understanding of number</p> <p>https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</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:</p>	4

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>Drawing club to improve writing in the EYFS</p> <p>Release time for training and leaders to monitor the implementation of the Drawing Club</p>	<p>Implementation of the Drawing Club</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>3, 6</p>
<p>Enhancement of our teaching of reading and curriculum planning.</p> <p>Staff meeting time and training time for the system</p> <p>We will fund release time for the English lead to provide ongoing support for staff.</p>	<p>Refining the teaching and learning of reading across school so that there is a consistent approach, with improved reading comprehension outcomes.</p> <p>We will be using the Fischer Family Trust system</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>
<p>Times Table Rock Stars to support pupils with multiplication fluency.</p>	<p>The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.</p> <p>https://www.risingstars-uk.com/blog/october-2017/times-tables-matter-working-towards-multiplicati</p>	<p>4</p>
<p>Training for staff to ensure a consistent approach to teaching and learning.</p> <p>Staff to have CPD on the Walk Thrus and the implementation</p> <p>Teaching and Learning lead to have release to work with</p>	<p>We are purchasing and using the Walk Thrus to improve the quality of teaching and learning throughout the school</p> <p>https://walkthrus.co.uk/</p> <p>Coaching is really effective</p> <p>https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/</p>	<p>2, 3, 4,6</p>

another school to implement and develop the programme.		
<p>Accessing professional learning – CPD and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.</p> <p>Release time for staff to attend CPD events.</p> <p>Time for staff to prepare CPD for other staff</p>	<p>DFE 2016 - Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.</p> <p>For example staff have access to the NPQs; networks such as the TA network</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2, 3, 4

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

Budgeted cost: £21,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
Small group reading, writing, maths and SEMH interventions e.g. ELSA	<p>EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	2, 3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Responding to marking and pre and post teaching in place for identified groups and 1:1 with a view to children 'keeping up' rather than 'catching up'.	<p>Providing feedback is well evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and sometime after learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3, 4
Small group for identified children to accelerate progress and address gaps in learning in reading, writing and maths	<p>EEF small group evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. We are able to do this using Precision</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 3, 4,
One to one support for pupils who are PPG and SEND	One to one support is in place for pupils who are PPG and have SEND	2, 3, 4, 5, 6

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

Budgeted cost: £21,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance administrator to monitor absences followed up daily with first response provision and a attendance consultant who does the parent meetings and the home visits</p> <p>Attendance rewards in place for all classes.</p> <p>Online lessons offered for children who struggle to attend</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Supporting School Attendance Reflection and Planning Tool outlines how to develop relationships with families and improve attendance</p> <p>We have an attendance officer who is carrying out home visits, meetings with parents, telephone calls and letters</p>	<p>1</p>
<p>Workshops for parents</p>	<p>Parental engagement has a positive impact on average 4 months+ additional progress. It is crucial to engage with all parents to avoid widening attainment gaps. This will include 6 SEND workshops over the year and workshops on anxiety.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5</p>
<p>SEMH support for children who are struggling</p> <p>Drawing and Talking Therapy for pupils from Verve Counselling</p> <p>Buttons the therapy dog from the National Therapy Association</p> <p>Time for staff to be released for training</p>	<p>Children who have SEMH support to ensure that they are mentally well are able to learn more effectively</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, 1</p>

<p>on managing the Therapy dog</p> <p>Support from MHST (mental health support team-CAMSH) worker to work with groups, parents and individuals</p> <p>Time for the Mental Health Lead to manage the subject</p>		
<p>Provide a range of before and after school clubs, trips and residential to enrich pupils' experiences</p>	<p>Improve the range of activities and experiences for PP children (subsidised)</p> <p>https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-4446.12711</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p>	<p>1, 5, 6</p>
<p>To ensure that playtimes are fun, interactive and pupils are able to enter a flow state of relaxation</p>	<p>Research has shown that pupils are able to relax through OPAL and that there are significant reductions in injuries and behavioural incidences.</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p>	<p>5</p>

Total budgeted cost: £84,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve phonics attainment among disadvantaged pupils.

- We have continued training on RWI with Keeley Slocock from RWI and she is booked to come in again during this academic year to work with staff and with our new Phonics Lead to support her CPD and develop the planning for the children
- This year our phonics have significantly increased to 86% as a cohort and our PP children were at 80%
- This summer we have had a new phonics lead and she has had training from Keeley Slocock
- New staff have received in house training and coaching from our phonics lead over a 6-week period and Keeley Slocock will work with these staff when she comes to visit.
- Staff have worked together to reform the way in which we teach writing and we are using our own writing scheme to improve the children's writing
- Monitoring and our increased data is showing that staff's confidence with teaching RWI has increased. Staff are consistently using the RWI delivery approach.
- RWI groups are altered each half term following assessments to match the needs of the children, where staffing allows.
- Pupils receive small group support for phonics and are tracked on the RWI lowest 20% in each year group.

Y1 phonics data:

	AVPS	LA	National
All (37)	86%	81%	80
FSM6 (5)	80%	74%	68
Non-FSM6 (32)	88%	84%	

- Our school were above National and Local Authority.
- Our PP children were above the Local authority

Y2 re-check data:

	AVPS	LA	National
All (9)	67%		
FSM6 (2)	50%		
Non-FSM6 (7)	71%		
Whole cohort	91%	90.5	

- Our school were significantly above LA.
- Our PP children and our Non-PP were significantly above LA.
- Our Year 2 pupils attained 91% for their phonics in comparison to 90.5% Nationally.

To improve reading attainment among disadvantaged pupils.

- Staff now check the planners on a weekly basis to ensure pupils read 5 times a week at home
- Fischer Family Trust training has ensure that Guided Reading takes place on a daily basis KS2 and Year Two. This approach to guided reading is skills based and focuses on an exploration of a text.
- Focus reading weeks take place including Snuggle Up and Read in November and World Book Week in March.

- There was a follow up staff meeting which focused on the effectiveness of the Fischer Family Trust training and how it is being implemented across school to ensure consistency.
- An update staff meeting has taken place during our September INSET day so that staff can refresh themselves on how we hear reading at Arnold View.
- Purchases have been made to ensure that every child has access to the class text.
- Visualisers have been purchased for every classroom so that staff can put the book and the text up on the Whiteboard.
- Reading at home is a lot more evident and is spoken about in class regularly.
- The Hobbit library has been set up for KS2 and reading is part of the school ethos. This is regularly spoken about and celebrated.
- Drawing Club takes place daily in EYFS with the children actively engaging with a story and utilising the vocabulary that they have learnt

GLD at the end of EYFS			
	AVPS	LA	National
All (42)	74%	67.7%	67.7%
FSM6 (3)	33%	48.2%	52.1%
Non-FSM6 (39)	77%		

Year 6 PP & NPP children – AVPS v LA (2022):

	Reading							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 6 (9) 44	70%	58%	+12	71%	77%	-6	1%	19%

- Our PP and non-PP children outperformed LA.

To improve writing attainment among disadvantaged pupils.

- The new writing lesson cycle is embedded, and teachers are using writing ladders and success criteria to improve the quality of the writing.
- Moderation for Y6 in 2023 and 2024 showed that we were above national results for our ARE and above writing %. There is lots of opportunity for fantastic writing, linked to the wider curriculum.
- Staff have received a staff meeting, Twilights and English handbook on how to utilise the writing cycles. As a staff we have moved to a 10-lesson writing cycle.
- Book looks showed that writing was being moderated once a term in line with the writing policy.
- Writing certificates are given out weekly for the Writer of the week
- Staff have received staff meetings on handwriting and how it is taught at Arnold View

	Writing							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 6 (9)	63.6%	57.4%	-6.2%	71.4%	77.6%	6.2%	-6.2%	-6.2

- Our PP and non-PP children outperformed LA.

To improve maths attainment among disadvantaged pupils.

- The maths curriculum and scheme of work is embedded in KS1 and KS2 with a developmental approach being taken this year in the EYFS. KS1 and KS2 are following

the curriculum set and teachers have a good knowledge of the curriculum intent and outcomes. EYFS have started a new mastery maths curriculum approach this year and this is being developed.

- Key concepts, skills and knowledge are taught explicitly via a well-structured curriculum. Each lesson is developmental therefore building on previous skills, concepts and knowledge, as well as developing new concepts and challenging deeper understanding.
- Teachers have good subject knowledge and most are confident or very confident when teaching mathematical concepts. Mastery maths pedagogy is being developed across the school with 8 out of 10 classes using a mastery structure in their maths lessons and have a good working understanding of the strategy. Two new members of staff are developing their understanding of the approach. Further training is scheduled for later this academic year to develop the mastery approach further.
- Teachers present subject matter clearly. With the introduction of mastery maths there is an increased emphasis on deepening the children’s knowledge. Children have increased opportunity to work collaboratively and discuss their reasoning and understanding of the content being taught.
- The curriculum is demanding for pupils and builds coherently across year groups. Teaching materials are differentiated within in each lesson so that children are all exposed to fluency and reasoning questions in each lesson.
- The way in which the curriculum is taught promotes the long-term remembering of curriculum content. The mastery approach is designed to deepen understanding as well as encourage the retention of the content. This is being witnessed as increasing as the content becomes more embedded and teachers become more adept at teaching the mastery pedagogy.
- Teaching materials are well selected so that they can be easily be adapted to support the learning journey. These materials also support the work life balance of members of staff.
- The mastery approach has been developed with the East Midlands East, Maths Hub and as a school we are actively involved in a 3-year programme. We are currently in the third year of the programme and we are working at the sustaining level. At our last review the school is exceeding the implementation timeline.
- Teachers assess at the end of each topic. Most teachers use the assessment to inform their judgements and next steps. However, further development is needed with some teachers regarding the quality of post assessment intervention.

Year 6 PP & NPP children – AVPS v LA (2024):

ARE+	Maths							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 6	50%	58.1%	-8.1%	69.4%	79.6%	-10.2%	-8.1%	-10.2%

- Our PP children outperformed the LA and our non-PP children were slightly below LA.

To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils.

- There were a range of SEMH interventions being delivered across the school:
 - Funky Fun (KS1)
 - Lego Therapy (LKS2)
 - ELSA (UKS2)
 - Drawing and Talking Therapy (KS1, LKS2 and UKS2)
 - Buttons the Therapy Dog

- We have registered for a MHST worker
- The impact of the ELSA interventions was measured with Boxall (pre and post).
- ELSA:
 - 6 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged from between 4 and 15 Development Strands and between 2 and 18 Diagnostic Profile.
- Drawing and Talking Therapy
 - The impact of draw and talk was measured by a confidential report between Ruth Cumberland and SENCO, who liaises and communicates important information to class teachers
- Engagement in clubs:
 - 36 (59%) of our PP children engaged in clubs last academic year.
 - We ran a range of clubs throughout the year. These included sports, art, choir, French and Maths:
 - Aut : 21 children accessed clubs
 - Spr : 18 children accessed clubs
 - Sum : 11 children accessed clubs
 -

To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.

We have a range of systems in place to encourage good attendance:

- Attendance is reviewed daily and first response phone calls, visits are made and meetings are organised to discuss barriers are made.
- Our attendance officer monitors the attendance with a weekly meeting with the Head Teacher, Attendance administrator and Attendance consultant
- Weekly class attendance certificates and rewards are given to those classes whose attendance are 96+%. These rewards can be banked or exchanged for class treats. Certificates are handed out in assembly.
- The HT and attendance officer meet weekly to discuss concerns and patterns of absence. There is also a daily check in to discuss who is in school and who is absent.
- At the end of each term, letters are sent where attendance has dropped below 90%.
- Attendance concerns are shared with teachers to discuss at Parents Evening.
- Attendance is high-lighted in school newsletters.
- Attendance meetings are held with families' a regular basis, barriers are identified and actions are agreed for the pupil, school and parents.

National attendance is 96%

Year Group	Whole year group	PP	Non-PP
Foundation	91.07%	88.61% -2.46%	91.02% +0.05%
Year 1	93.68%	89.76% -3.92%	94.23% +0.55%
Year 2	96.26%	94.65% -1.61%	96.58% +0.32%
Year 3	93.97%	85.46% -11.51%	96.7% +2.73%
Year 4	96.56%	87.19% -9.37%	96.56% = %

Year 5	94.81%	93.45%	95.15%
		-1.36%	+0.34%
Year 6	94.11%	91.70%	94.94%
		-2.41%	+0.83%

- Attendance for our non-PP was in line with National in Year 2 and Year 4. We are working hard at improving attendance for our PP children and they are our target attendance group.

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
Drawing & Talking Therapy	GAP counsellor
OPAL	OPAL
MHST	CAMSh
ELSA	Led by School Staff
Buttons the Therapy Dog	National Therapy Dog Association
Lego Therapy	Led by School Staff
Times Table Rockstars	Maths Circle
Purple Mash	Purple Mash

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

The school does not receive any service pupil premium funding.

Further information (optional)

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