

**Pupil Premium**

**Report**

**2024-2027**



# Pupil premium strategy statement

## This statement details our school’s use of pupil premium for the 2024 to 2027 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

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| Detail | Data |
| School name | Manor Park School and Nursey |
| Number of pupils in school | 251(incl 36 Nursery) |
| Proportion (%) of pupil premium eligible pupils | 35% (68 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025  2025-2026  2026-2027 |
| Date this statement was published | Sept 2024 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Sarah Jeffery |
| Pupil premium lead | Sarah Jeffery |
| Governor / Trustee lead | Sue Pomeroy |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £122,350 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £122,350 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Manor Park is a dynamic and happy school, supported by a committed and enthusiastic staff. Our senior leadership team, although new to role, have a wealth of experience in leadership and are innovative in their approach. Thus, fostering a school culture of high expectations, accountability, and a strong sense of urgency. At the core of everything we do are our children and staff.  We are a one-form entry primary school located in Knutsford, Cheshire. While Knutsford is an affluent town, our school serves a community within the town that faces deprivation. Children can join our school from the age of 2 in our 2-year old provision which works alongside our Nursery class.  Early intervention is crucial for us. Many of our disadvantaged children not only start school or nursery with lower academic starting points compared to their peers, but they also face significant delays in social skills and understanding of the world. They often lack the same opportunities to learn and explore as other children and may not have the support network needed to reach key developmental milestones as easily as their non-disadvantaged peers. Providing our children with experiences that enrich their lives, broaden their understanding of diversity and opportunity, and foster self-belief and aspiration is a key focus throughout our curriculum. We believe that our curriculum is a gateway to opportunity for our children. Our goal is to equip them with the knowledge, skills, and experiences needed to create a level playing field and improve the life chances of all our educationally disadvantaged pupils.  At Manor Park, the majority of our children begin school with significantly low-level language skills. To address this, we place a strong focus on developing language in all its forms, with particular emphasis on vocabulary, oracy, phonics, and reading. Our oracy program will aim to strengthen children’s speaking and listening abilities, helping them to articulate their thoughts clearly, engage in structured conversations, and develop confidence in verbal expression. We continually refine our practices to enhance language development while also providing targeted interventions for learners who need additional support, ensuring no child is left behind in their communication skills.  Inclusion is at the heart of everything we do, driven by a compassionate approach to supporting both our children and their families. Our staff are united in their commitment to understanding and addressing the challenges that disadvantage can have on pupils' learning. Every member of our team, at all levels, shares the same ambitious vision for every child’s success, fully recognising the important role they play in creating an inclusive environment where all children can thrive, regardless of their background or circumstances    Our leadership team places a strong emphasis on monitoring the quality of pupils' learning experiences. They play a vital role in evaluating progress through continuous and constructive monitoring eg: learning walks. By dedicating time to our staff to support their planning and teaching, our leadership team, including middle leaders, provide immediate feedback that is essential for enhancing teaching practices. This supportive approach ensures that we consistently refine our methods to maximise children’s learning outcomes.  Our goal is to ensure that our disadvantaged pupils have the same life chances and opportunities as all children. We firmly believe that the circumstances they encounter in their early years should not determine their futures as adults. By providing a wealth of opportunities for growth and development, we aim to empower every child to reach their full potential, regardless of their background  Our main objective is to ensure that our disadvantaged pupils enjoy their childhood and have the positive experiences that every child deserves. We are committed to ensuring that all children make good academic progress, regardless of their starting point. Our aim is for all children (those who do not face additional SEND barriers to learning) to leave our school achieving academic standards comparable to their non-disadvantaged peers.  **Our principles are- Inclusion, nurture, high expectations**   |  |  | | --- | --- | | **School Context Overall**  Current Year 2023 / 2024 | | | Number on roll | 251 – (215 excl. nursery) | | % Girls/Boys | 47.3% G / 52.7% B | | % Disadvantaged (Pupil Premium) | 35% - (without nursery) | | % early Help, Child in need, Child Protection | 6% | | % Cared for children | 1.0% | | % from Minority Ethnic Groups | 20% | | % EAL | 8% | | % of pupils SEND | 27% with 4.3% EHCP (11 children with EHCP) | | % Another | 74% Band 1a. IDACI (most deprived 10%) and 20% in Band 2. | |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our understanding of our school community reveals that a higher percentage of our PPG children face social and emotional barriers that hinder their educational achievement. These obstacles significantly impact their ability to engage with learning and reach their full potential.  Our challenge is to eliminate barriers to educational success, particularly those related to social and emotional well-being, as well as difficulties with attention and listening |
| 2 | In 2024, 20% of our disadvantaged pupils were at age related expectation in ‘Communication and Language’ when entering Reception. Assessments, observations, and discussions with pupils and staff highlight that many disadvantaged children, from Nursery 2 through to KS2, exhibit under-developed oracy skills, including challenges in speaking, listening, and articulating their thoughts. These gaps in oracy are often accompanied by significant vocabulary deficiencies, which impact their overall communication abilities and hinder their academic progress.  Our challenge is to positively advantage our PPG children to reduce speech and language difficulties and also increase range and complexity of vocabulary. |
| 3 | Our assessments, monitoring, and discussions reveal a noticeable attainment gap in Reading, Writing, Maths, and SPAG between disadvantaged and non-disadvantaged children. This gap indicates that disadvantaged pupils are not achieving the same levels of proficiency as their peers, which affects their overall academic performance and limits their future educational opportunities.  Our challenge is to positively advantage our PPG children to narrow the attainment gap across Reading, Writing and Maths. |
| 4 | Our understanding of our school community reveals that a significant number of our PPG children and their families face mental health concerns, anxieties, and behaviours that hinder their academic and social development. Additionally, a generational lack of aspiration and motivation within these families presents a substantial challenge to their children's success.  Our challenge is to support our families and children to reduce the impact of mental health, anxiety and to increase the aspirations of the children. |
| 5 | Our monitoring and feedback from both staff and children reveal that many of our PPG children often struggle during transition periods—such as moving between classes or activities—and face challenges during unstructured times in school, like breaktime or lunchtime. These moments can lead to feelings of uncertainty and anxiety, impacting their overall engagement and well-being.  Our challenge is to support children's well-being during unstructured periods and transition times by helping them develop essential social skills and reducing anxiety. |
| 6 | Our monitoring and feedback from parents and staff indicate that many of our PPG children and their families face financial challenges that make it difficult for them to participate in extra-curricular activities, trips and attend residential opportunities offered at Manor Park.  Our challenge is to ensure that all children have equal access to extra-curricular activities, trips and residentials. |
| 7 | Our analysis of data has identified that the % of children with SEND across school is very high – SEN total 25%, EHCP 4% (11 with 12 pending). Further analysis identifies that a higher 43% of PPG are also SEND children when compared to non-PPG children.  Our challenge is to reduce the academic attainment gap of PPG children when compared to non-PPG children whilst navigating the lower starting points and also the higher % of SEND. |
| 8 | Our analysis of attendance data reveals that the overall attendance rates of our PPG children are significantly lower than those of non-PPG children in the school. Furthermore, the rate of persistent absenteeism (PA) among PPG students is notably higher, indicating that many of these children miss a substantial number of school days. This persistent absence not only impacts their academic progress but also affects their social development and emotional well-being.  Our challenge is to develop and deliver strategies that address this and increase overall attendance and reduce the % of PA. A further challenge is to support families to increase attendance and reduce Persistent Absence. |

## 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.

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| Intended outcome | Success criteria |
| Children will feel safe, happy and valued. Children to believe in themselves. Children to understand that they can have dreams and they can achieve them. | Children to access pastoral care from our Learning mentor and be supported with their mental health.  Children to be confident speakers in a variety of situations.  Children to model the school values.  Children to articulate the support they have received and discuss the effects it has had on their well-being  and how it has impacted their progress. |
| Children will work towards reducing their speech and language difficulties through targeted interventions and support provided as part of our programme. | Children to be screened using Wellcom, on a termly basis to inform the need for speech and language provision.  Children to have access to SALT provision delivered by a dedicated TA  Children to work with the external SALT specialists as and when |
| Children will enhance their oracy skills by expanding their vocabulary and improving their ability to understand and engage with more challenging texts, as part of the targeted support provided to our PPG children. | Children to demonstrate improved oracy skills by accessing and using a wider, more complex range of vocabulary. They will be able to articulate their thoughts more clearly, engage confidently in discussions and conversations, and express ideas using varied and sophisticated language. |
| Children will demonstrate improved attainment in Reading, Writing and Mathematics, achieving or exceeding age-related expectations, through targeted interventions, resulting in the attainment gap closing for PPG children | Children to achieve at or close to national attainment in KS2 Reading, Writing and Mathematics and a greater proportion of children exceeding age-related expectations. |
| Families facing mental health concerns, will experience enhanced well-being through targeted support and resources. We aim for families to cultivate a more positive and supportive home environment, fostering motivation and emotional stability. | Children and families to be supported with their mental health and anxieties through our learning mentor and SENCO  Families to engage in school and community programmes eg ‘The Bread and Butter Thing.’ and access mental health services, will develop their coping strategies, improve communication, and strengthen their resilience. Consequently, family members will be better prepared to navigate their mental health challenges and foster a more supportive family environment. |
| Children will develop greater confidence and resilience during transition periods and will learn to navigate unstructured times, more effectively. By addressing their challenges, children will feel more secure and engaged, leading to improved overall well-being and participation in school activities. | **Children to demonstrate increased confidence** in moving between classes and activities, as evidenced by their ability to follow routines with minimal support.  **Children to utilise effective coping strategies** during unstructured times by identifying and engaging in preferred activities or seeking help from staff when needed.  **Children to provide positive feedback** about their experiences during transitions and unstructured times, indicating reduced feelings of uncertainty and anxiety. |
| Families will overcome financial barriers that hinders the children’s participation in activities, trips, and residentials. Through targeted support and resources, we aim to ensure that all children have equitable access to these enriching experiences. | Children to participate in extracurricular activities, school trips, and residential opportunities as evidenced by their involvement in these events.  Children to report increased engagement and enjoyment in school activities, indicating a positive impact on their social and emotional development.  Children to demonstrate improved connections with peers and staff during these experiences, fostering a sense of belonging and community within the school environment. |
| Children will improve their overall attendance rates, addressing the significant gap between PPG and non-PPG students. By targeting the factors contributing to persistent absenteeism, we aim to reduce the number of school days missed among PPG children. This will enhance their academic progress and ultimately will give them a more positive school experience. | Children to demonstrate increased attendance rates, attending school more consistently and reducing the number of missed school days compared to previous terms. For attendance of PPG children to be closer to or in line with non-PPG children. To reduce the % of PPG children who are PA to be in line with national and non-PPG children.  Children to engage in school activities, indicating a greater sense of belonging and motivation to participate in the school community. |

## Activity in this academic year 2024-2025

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: £ 27,475

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement a daily "Mindful Moments and Emotional Check-ins" programme to support emotional regulation, attention, and listening skills across the school.  £0 (in house activity) | Research shows that mindfulness and emotional literacy programmes improve emotional regulation, attention, and resilience, which are critical for learning. Studies indicate that these approaches help children manage stress and focus better, especially those facing social and emotional challenges. For instance, those who participate in social-emotional learning programmes often outperform their peers academically by 11 percentile points, demonstrating the positive impact on both well-being and achievement (Greenberg & Harris, 2012; Schonert-Reichl et al., 2015; Durlak et al., 2011). | 1,2,4,5 |
| Specialist SALT TA involvement to develop plans for speech and language skills for our disadvantaged children.  Zuzana) | A number of our younger disadvantaged pupils will benefit from additional oral language development as highlighted in their initial Wellcom speech and language toolkit. This work is delivered by class staff wherever possible but guided and supported by our specialist SALT TA (trained for school level advice by local SALT team). | 1,2,3,4 |
| Implement a school-wide "Oracy and Vocabulary Enrichment Program," incorporating daily structured speaking opportunities, explicit vocabulary teaching, and dedicated oracy-focused sessions to develop communication skills and expand vocabulary for all children  £0 (in house activity) | High-quality oral language interventions can accelerate progress by an average of six months, particularly benefiting disadvantaged students. Explicit teaching of vocabulary, especially high-frequency academic words, improves comprehension and communication (Beck, McKeown, & Kucan, 2002). Developing oracy skills enhances confidence, social interaction, and academic outcomes, as shown in studies by the Education Endowment Foundation (EEF). Early intervention in language development is critical, with evidence emphasising the long-term benefits of addressing vocabulary gaps in the early years. This approach fosters both academic and social success. | 1,2,3,4 |
| Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes.  Main school budget to cover costs | EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths units, Pathways to Write and RWI Phonics. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them | 1,2,3,7 |
| Continue to embed high quality adult/child interactions across the school with a particular focus on Tier2 and Tier 3 vocabulary. | High-quality adult-child interactions are crucial for building language skills, especially for disadvantaged students. Teaching Tier 2 and Tier 3 vocabulary—important academic and subject-specific words—helps improve understanding and communication. Research shows that when adults regularly model and support language use, children learn and use new words more effectively (Hart & Risley, 1995). This approach helps close vocabulary gaps and boosts academic success. | 1,2,3,4,7, |
| Further enhance the delivery of the MITA Project to support the quality of interventions and TA support | The MITA project emphasises the importance of using TAs to deliver high-quality, structured interventions that effectively support student learning. Research by the Education Endowment Foundation (EEF) shows that TAs can significantly enhance pupil progress when they deliver well-planned, evidence-based interventions, such as those focusing on literacy or numeracy, in small groups or one-to-one settings. The approach also highlights the need to shift TAs’ focus from general classroom assistance to targeted, skill-building support, ensuring their work directly improves student outcomes. | 1,2,3,7 |
| Subsidise costs for PPG students to ensure their inclusion in trips and activities and builds community partnerships to provide equal opportunities for all children. | Research shows that participation in enrichment activities, such as trips and residentials, significantly enhances academic achievement, social skills, and self-esteem, with particularly strong benefits for disadvantaged students (EEF). Financial barriers are a major obstacle for PPG families, limiting access to cultural capital and experiential learning opportunities (Sutton Trust, 2014). Subsidizing these activities and providing targeted support can bridge this gap, fostering engagement, aspiration, and social mobility. | 1,2,4,6,8 |

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

Budgeted cost: £49,633

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional targeted support  in lessons allowing for increased opportunities for  feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their  prior attainment | As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Closing the Attainment Gap’ report states that,*targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.* **Education Endowment Foundation**  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  EEF research supports our strategy to offer individualised instruction to many of our PP children. Moderate impact for low cost – we have extended the model further to so the cost implications are higher but we are also able to evidence increased impact of the provision. | 1,2,3,7 |
| Employ a SALT to deliver SAL 25 hours per week  Wellcomm Screening to to support assessment and delivery of SALT | Employing a Speech and Language Therapist (SALT) to deliver targeted interventions and using tools like WellComm Screening are highly effective strategies for addressing speech, language, and communication needs. Research shows that early identification and intervention are critical for improving language skills, particularly in disadvantaged children, as these are foundational for academic success and social interaction. WellComm provides a reliable framework for assessing language development and tailoring interventions, while a SALT ensures specialised, evidence-based support that can accelerate progress and close communication gaps. | 1,2,3,7 |
| 3 Teaching Assistants provide 1:1 or small group interventions during the afternoon sessions. | EEF evidence shows that one to one tuition is very effective and can increase progress to five months’ additional progress. The tutor sessions will be focused on individual pupil needs in reading, writing and mathematics. The impact can be measured through our standardised testing and writing moderation sessions | 1,2,3,7 |
| 1x 0.4 FTE additional tutoring to provide bespoke RWI phonic interventions. | EEF evidence shows that one to one tuition is very effective and can increase progress to five months’ additional progress. When this is married to Phonics interventions – the impact is even stronger. Many of our children have low starting points for C&L and require additional phonics sessions to close the reading gap. These sessions are short and sharp and daily. | 1,2,3,7 |

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

Budgeted cost: £45,242

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To ensure Pupil Premium children are able to access extra-curricular opportunities including clubs, trips and residentials by providing subsidised costings where needed. | Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital. We are therefore continuing to invest in OPAL play aligning our PPG with PE premium funding.  Research also shows that participation in enrichment activities, such as trips and residentials, significantly enhances academic achievement, social skills, and self-esteem, with particularly strong benefits for disadvantaged students (EEF). Financial barriers are a major obstacle for PPG families, limiting access to cultural capital and experiential learning opportunities (Sutton Trust, 2014). Subsidizing these activities and providing targeted support can bridge this gap, fostering engagement, aspiration, and social mobility. | 1,2,4,6,8 |
| Employ an attendance and Safeguarding Officer to lead attendance strategy and to analyse attendance and develop school procedures to support families to raise attendance/ punctuality | Employing an Attendance and Safeguarding Officer to lead attendance strategy is an evidence-based approach to improving attendance and punctuality, particularly among disadvantaged families. Research from the Department for Education (DfE, 2016) highlights a strong link between attendance and academic performance, showing that even small improvements in attendance can lead to significant gains in learning. Analysing attendance data enables early identification of patterns and barriers, while tailored support for families helps address underlying issues, such as safeguarding concerns or logistical challenges. This role ensures a proactive, systematic approach to raising attendance and supporting pupil success. | 1,2,3,4,5,6,7,8 |
| Implement a bespoke model of behavioural, social and emotional  interventions.  (Cat) | Building on the success of nurture and behaviour support sessions by our team of skilled staff, it is considered beneficial to continue to further develop this area. A similar theme remains apparent, that many of our disadvantaged children require additional support from the learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone | 1,2,4,5,8 |
| Appoint a SWANS Mental Health Lead to provide targeted support one day per week helping children address mental health challenges, recover from trauma, and overcome barriers to learning. | Providing access to a dedicated Mental Health Lead ensures timely, targeted support for children facing mental health challenges or recovering from trauma. Research by Public Health England (2015) highlights that poor mental health can significantly impact concentration, resilience, and overall academic performance. Early intervention from trained professionals can help children develop coping strategies, reduce emotional distress, and re-engage with learning. Trauma-informed practices have been shown to create a safe, supportive environment, fostering recovery and enabling students to reach their full potential. | 1,2,3,4,5,7,8 |
| Employ a 0.5 Learning  Mentor to support the emotional well- being of children, providing support with social skills and anxiety | Employing a 0.5 Learning Mentor to support children’s emotional well-being addresses key barriers to learning, such as social skill deficits and anxiety. Research by the Education Endowment Foundation (EEF) highlights that targeted social and emotional interventions can lead to improved self-regulation, peer relationships, and academic outcomes, particularly for disadvantaged students. A Learning Mentor provides personalised support, helping children build confidence, reduce anxiety, and develop essential social skills, which are foundational for both learning and personal development. This role ensures children are better equipped to engage in their education and thrive in school. | 1,2,3,4,5,7,8 |
| Implement a Well-being and Aspiration Programme," combining weekly workshops, aspiration days, dedicated mental health support, and resilience-focused lessons to reduce anxiety, improve mental health, and build aspirations for children and their families. | Research demonstrates that addressing mental health and aspirations through school-based interventions significantly improves academic and social outcomes. Parental engagement has been shown to enhance pupil motivation and achievement (EEF), while mental health support reduces anxiety and fosters a positive learning environment (Public Health England). Exposure to role models and discussions about future careers increases aspirations and long-term success (Hart et al., 2016). Additionally, resilience training and a growth mindset approach enhanced perseverance and emotional regulation, further supports academic progress | 4,5,7,8 |

**Total budgeted cost: £122,350**

# Part B: Review of outcomes in the previous academic year

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| **Year 3 Review (2023-2024)** | | **Amendments for next year** |
| **Impact** | **Issues** |
| **Teacher assessment results 2024 –**  **GLD - (69% Cohort – 63% of PP children achieved GLD - 70% of Non PP children achieved GLD)**  **Phonics Year 1 - (86% Cohort – 85%** **of PP children achieved Phonics Screen –**  **87% Non PP children achieved Phonics Screen)**    **Year 2 Teacher assessment –**   * **Reading Attainment (65% Cohort – 60% of PP children achieved EXS –**   **61% of Non PP children achieved EXS)**   * **Writing Attainment (65% Cohort – 60%** **of** **PP children achieved EXS –-**   **65%** **of** **Non PP children achieved EXS –)**   * **Maths Attainment (58% Cohort –60% of PP children achieved EXS –**   **- 56% of Non PP children achieved EXS –)**  **FFT Year 6 assessment –**   * **Reading Attainment (76% cohort – 43%** **of PP children achieved EXS –**   **- 82% of Non PP children achieved EXS –)**   * **Writing Attainment (76%Cohort – 43%** **of PP children achieved EXS –**   **- 82% of Non PP children achieved EXS –)**   * **Maths Attainment (82%Cohort – 43%** **of** **PP children achieved EXS –**   **87% of Non PP children achieved EXS –)**  **Progress** made by Disadvantaged children was strong and generally in line with that made by non-disadvantaged children from Y2-Y6 in all areas.  This backs our evidence that disadvantaged pupils make good progress at MP, but that the challenge of the attainment gap remains.  Attendance –   |  |  |  |  | | --- | --- | --- | --- | |  | All | Disadvantaged | Non-Disadvantaged | | Aut 23 | 95.5% | 93.5% | 96.7% | | Spr 24 | 95.6% | 93.4% | 97% | | Sum 24 | 95.3% | 92.9% | 96.8% | | Total |  |  |  |     Non-Dis  Dis  The above data shows that as a school our attendance data was above national for both disadvantaged and non disadvantaged.  Persistent Absence (PA)  PA for 23-24 was 8.2% which was significantly below the national figure of 16.2%. This is a significant reduction from the previous year’s figure of 15%.  Engagement/opportunities  100% of our disadvantaged children had 50% of residential costs covered- all of our PP children whose parents chose for them to attend did attend Residential trips.  All children attended termly class visits – visits were subsidised from PP grant money | There are significant gaps between PP and Non-PP children in Year 6 across all subjects, particularly in writing and maths, where only 43% of PP children achieved EXS, compared to 82% in writing and 87% in maths for Non-PP children. This large gap suggests a need for more targeted support for PP children, especially in upper KS2, to help them make expected progress and reach the required attainment levels. However, it is important to note that over half of the Year 6 disadvantaged pupils were on the SEN register, with two having EHCPs linked to academic attainment.  Whilst Attendance has increased and is above National. This is an area that we will be continuing to target for further improvements.  Particular focus will be on supporting PP children and families in reducing the attendance gap and the gap in %PA. | Ensure regular and detailed tracking of PP children’s progress through termly pupil progress meetings. This could allow for more timely intervention and adjustments in teaching strategies as required.  Half termly full analysis of attendance data and PA data to provide real time actions to identify and support those with lowest attendance. This is an action on our SQM  We have introduced a specific project in the SSDP to ensure that our inclusive and progressive curriculum is responsive to the diverse needs of our SEND and disadvantaged children. This will be supported by our nurture provision which will focus on closing the attainment gap. |