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Swaffham C of E Primary Academy's Pupil Premium Strategy Statement

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

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

School overview December 2025

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	30% (62 children at time of census)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Kaye
Pupil premium lead	Nicola Kaye
Governor / Trustee lead	Bruce Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93 930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£93 930



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Part A: Pupil premium strategy plan

Statement of intent

At Swaffham C of E Primary Academy, we are committed to ensuring that every child has access to a high- quality education regardless of their background or circumstances. We believe in fostering an inclusive and nurturing environment where all pupils can thrive academically, socially and emotionally- where they can **SHINE, LEARN, BELIEVE** and **BELONG**.

Our approach is informed by evidence- based research and a deep understanding of the needs of our pupils. We work in partnership with families, staff and external agencies to provide a holistic support system that removes barriers to success.

We aim to support not just individual children but the whole school community as we recognise that all children regardless as to whether they are eligible for pupil premium have extra needs at different times in their school life.

We are determined to provide:

High quality teaching.

Informed by research produced by such bodies as the Education Endowment Fund (EEF- **Moving Forward, Making a Difference: Planning Guide For Schools**), we know that it is this that has the biggest impact in closing the attainment gaps between disadvantaged and non-disadvantaged groups. Furthermore, high-quality teaching (**The 5 a day approach- EEF**) is the biggest single factor that facilitates progress for ALL children, not just disadvantaged.

Targeted interventions:

High-quality teaching is further supplemented by targeted support that focuses in on the specific needs of our disadvantaged pupils with a focus on addressing gaps in knowledge, skills and confidence. Our Pupil Premium strategy includes accurate diagnostic assessment of evident and emerging gaps and responsive teaching strategies which aim to close gaps and address misconceptions through whole class teaching and targeted interventions

Pastoral care and well- being support:

To ensure that pupils feel safe, valued and supported in their learning journey. While published research helps identify common challenges for disadvantaged pupils, we place huge emphasis on the needs specific to our pupils and families in our school community. Robust scrutiny of individual, class and cohort needs is carried out as a matter of routine through regular Pupil Progress Meetings and contributes to us deciding how we use our Pupil Premium to support wider strategies which we feel will further reduce the gap between our disadvantaged and non-disadvantaged pupils.

Enrichment opportunities:

To broaden horizons, raise aspirations and foster a love of learning.

We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to attendance are addressed.

The impact of our strategy is rigorously monitored and evaluated to ensure that our Pupil Premium Grant is spent effectively. By prioritizing equity and excellence, we aim to empower every pupil to **SHINE** and succeed regardless of their starting point.



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Challenges

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

Challenge number	Detail of challenge
1	Language and Communication Barriers Assessment, observations and discussions with pupils indicate under- developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers. <i>Our baseline assessment shows that 83% of current Reception pupils are not yet on track for a Good Level of Development with the following data for baseline ELGs:</i> <i>21% not on track to reach the expected standard for Communication and Language,</i> <i>83% not on track to achieve the expected standard for literacy,</i> <i>21% not on track to achieve the expected standard for for listening, attention and understanding</i> <i>10% not on track to achieve the expected standard for speaking</i> <i>45% not on track to achieve the expected standard for Word Reading</i> <i>80% not on track to achieve the expected standard for Comprehension.</i> <i>Although we recognise that we have not yet delivered our curriculum, these percentages are high- especially with literacy and communication and language. We also recognise that we have not identified all pupils who are eligible for pupil premium funding and so these numbers are based on our total reception cohort.</i>
2	Early Reading and Phonics Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Mastery of Basic Maths Assessments, observations and discussions with pupils indicates gaps in number and arithmetic skills with disadvantaged pupils having lower confidence and ability with mathematics compared to their peers. This impacts on their fluency and confidence in maths. <i>Most recent assessment data (June 2025) shows that:</i> <i>70% of current Yr 6 disadvantaged pupils are not yet secure at the expected standard for maths.</i> <i>40% of current Yr 5 disadvantaged pupils are not yet secure at the expected standard for maths.</i> <i>50% of current Yr 4 disadvantaged pupils are not yet secure at the expected standard for maths.</i> <i>80% of current Yr 3 disadvantaged pupils are not yet secure at the expected standard for maths.</i> <i>83% of current Yr 2 disadvantaged pupils are not yet secure at the expected standard for maths.</i> <i>80% of current Yr1 disadvantaged pupils are not yet secure at the expected standard for maths.</i> <i>New Reception baseline data (Sept 2025) shows that:</i>



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	<i>0% of our disadvantaged cohort are on track to achieve their early learning goals for number and numerical pattern.</i>
4	Social and emotional Barriers We have seen an increase in the number of pupils requiring additional social and emotional support and an increased need to develop self- regulation strategies to support their learning. Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the COVID pandemic to a greater extent than for other pupils. These findings are supported by national studies. <i>December 2025: this challenge remains- particularly prevalent in current Year 6, 5 cohorts who joined from a feeder school prior to our school changing status to a primary school.</i>
5	Attendance and Punctuality Attendance data shows that disadvantaged pupils are disproportionately affected by persistent absenteeism which has a direct impact on their academic progress. <i>2024/2025 attendance: 94.3% (IDSR) National : 94.9% Close to average and shows improving trend: attendance has improved but remains a challenge. We are able to show improvements through a case study approach which shows the impact of bespoke intervention to families by our SAFS team.</i>
6	Writing Key Skills Key Stage 2 attainment shows that there is a gap between PP and non PP pupils with YY of PP achieving age related expectations compared to TT of non PP. Shred writing, editing, proofreading, handwriting and spelling are key areas to support in narrowing the gap. <i>Most recent assessment data (June 2025) shows that:</i> <i>70% of current Yr 6 disadvantaged pupils are not yet secure at the expected standard for writing.</i> <i>80% of current Yr 5 disadvantaged pupils are not yet secure at the expected standard for writing.</i> <i>67% of current Yr 4 disadvantaged pupils are not yet secure at the expected standard for writing.</i> <i>80% of current Yr 3 disadvantaged pupils are not yet secure at the expected standard for writing.</i> <i>83% of current Yr 2 disadvantaged pupils are not yet secure at the expected standard for writing.</i> <i>80% of current Yr 1 disadvantaged pupils are not yet secure at the expected standard for writing.</i>
7	Parental Engagement Whilst progress has been made in engaging families, many parents of disadvantaged pupils require further support to effectively participate in their child's education. Strengthening parental engagement will enhance hoe learning and foster better communication between school and families.
8	Limited Cultural Capital Disadvantaged pupils often have fewer opportunities for enrichment and aspiration building experiences which limits their social mobility and broadens gaps in cultural awareness. Providing equitable access to enrichment activities will inspire pupils to aim higher and expand their horizons.



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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	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. Early identification: all PP children in EYFS and KS1 will undergo speech and language screening with interventions provided for identified gaps. Speech and Language needs: continue to refer to SALT where needed. Oracy Skills: improved verbal confidence and vocabulary in class room discussions monitored by teacher observations and assessment.
Sustained Phonics Success	Improve outcomes in early reading through high quality phonics instruction. Phonics Screening Outcomes: ensure that at least 85% of PP pupils pass the Year 1 phonics screening. Targeted Support: Provide rapid catch up interventions for PP pupils who do not meet expectations in Year 1 with aim of 100% achieving the expected standard by the end of Year 2 unless there are significant SEND barriers. Reading proficiency: all PP pupils in KS1 will demonstrate age appropriate decoding and comprehension skills.
Narrowed Maths Gap	Ensure all PP pupils achieve their full potential in mathematics with a focus on fluency and problem- solving skills. Closing Gap: each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 maths outcomes show that disadvantaged pupils have made accelerated progress to close the gap with national figures. Year 4 PP pupils outcomes in MTC are in line with national data.
Social and Emotional Growth and targeted support for pupils with ACE (Adverse Childhood Experiences)	Support PP pupils to develop resilience, confidence and readiness to learn by addressing social and emotional barriers. Provide tailored emotional and academic support to mitigate the impact of trauma and disadvantage.



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	Sustained high levels of wellbeing from 2025 demonstrated by: Qualitative data from pupil voice, parent surveys and teacher observations A significant reduction in behaviour issues related to SEMH needs by 20% over the strategy period. Progress tracking: ensure pupils with ACEs make at least expected progress in core subjects. SEMH Support Access: ensure that 100% of pupils with ACEs have access to emotional support through interventions such as Thrive Aspirations/ Leadership participation: pupils can articulate future goals and understand the link between effort and success. At least 30% of school leadership roles (e.g. School Council, Eco Council, Prefects etc) will be held by PP pupils.
Improved Attendance	Sustained high attendance demonstrated by: Reduction in the attendance gap- between PP and non PP. Reduction in Persistent Absence- reduce to less than 20% Intervention Success: fewer attendance letters and FPN issued for PP over time.
Narrowed Writing Gap	Ensure all PP pupils achieve their full potential in Writing. Closing Gap: each class can evidence that the current attainment gap between disadvantaged and non -disadvantaged pupils is diminishing. KS2 writing outcomes show that disadvantaged pupils have made accelerated progress to close the gap with national figures.
Improved Parental Engagement	Continue to strengthen the involvement of parents and carers in supporting their child's learning and development. Parents' Evening attendance: at least 90% attendance of families through offering flexible appointment times. Parental workshops and open classroom events attendance increase- increase parental confidence by demonstrating a variety of methods to support their child/ren with home learning.
Increased Enrichment Access	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.



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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: £28 588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training for staff with PIXL to ensure assessments are interpreted and administered correctly. Release time for Raising Standard Lead to attend networks, disseminate training and run Pupil Progress Meetings with HT	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,6
Professional development focused on teacher needs and supported through 1:1 sessions with SLT mentoring and coaching. <i>Alongside bespoke CPD development, teacher CPD includes;</i> <i>Writing: Mighty Writer, Fixing Full Stops, Winning at Writing</i> <i>Reading: phonics training, Trust Training sourced through HFL, Wensum Hub Early Reading, Developing a Reading Spine,</i> <i>Maths: Maths Mastery, Mastering Number, Trust Training sourced through HFL.</i> <i>Whole sch: Oracy, SEN guidance, phonics, SEMH and Norfolk Steps (SEN funded)</i>	EEF guidance states that professional development can act as a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. It states that professional development should: a) Build knowledge b) motivate staff c) develop teaching techniques d) embed practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,,2,3,4,6
CPD for teachers and TAs Communication Champions	'Most children develop speech and language skills effortlessly, but some are slow to	1,2,3,4



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NELI/ WELLCOMM Resources and training Continue to embed high quality adult/ child interactions and enhance language rich environments particularly in EYFS	develop these skills and then go on to struggle with literacy and academic skills throughout their schooling' see DFE Research Report DFE -RR134, Sue Roulstone et all. Oral language interventions Toolkit Strand Education Endowment Foundation EEF There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language/exploring-language	
Implementation of Bug Club-CPD and resources for teachers and TAs	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: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2

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

Budgeted cost: £7 926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PIXL diagnostics to identify gaps in learning/ barriers to learning. Targeted academic therapies to address gaps in reading and maths-	By using PIXL (Partners In Excellence) effectively, we are able to forensically analyse data to identify a multitude of information which all plays a significant part in ensuring success for each child. Years 2-6 complete a PIXL assessment for Reading, Grammar and Maths each term (Year 1	1,2,3,6



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PIXL therapies + additional phonics sessions - Delivered by class teachers. - Supported by TAs	Spring and Summer). Teachers are responsible for completing and uploading the associated question level analysis (QLA) documents in line with the annual agreed PIXL dates to allow school-to-school comparison. Teachers use the QLA documents to identify specific gaps for individual children, small groups and the whole class. PIXL therapies, specifically designed to address curriculum objectives, are used to address these gaps.	
To continue to implement NELI in Reception	NELI has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short, small-group and individual teaching sessions to around 6 pupils over 20 weeks. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation https://evidence.education/projects/supporting-early-language-development-in-england https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1,2
Maths Meetings and Daily Arithmetic- use of NCTEM. Use of Numbots in EYFS	Number fluency is often a barrier to mathematical problem solving. To help close this gap, we will continue to embed the 'mastering number' DfE- funded Maths Hub programme. This programme has been launched in R- Yr2. We will continue to embed Maths Mastery in Yrs 3-6. https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial	3
Timestable Rockstars- multiplication intervention through use of Heatmaps.	Use of times table assessment and Heatmaps to identify areas where learning is not secure for multiplication and division and address through targeted intervention which takes place daily. https://educationendowmentfoundation.org.uk/news/eeef-publishes-guidance-to-help-teachers-boost-maths	3



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Continue to embed Reading Rambles and Reading Eggs as - our whole school strategies to encourage reading at home and parental engagement in their child's reading	The EEF states that approaches which encourage parents to support their child with, for example reading, can have a positive impact on average of up to 4 months additional progress. Giving parents practical tips on how to talk about books is suggested. Our Reading Rambles approach encourages a dialogue from home to school regarding a child's reading at home. Personalised support for phonics, reading and vocabulary development. Nessy uses a highly structured, sequential, cumulative and synthetic phonics based learning program that progresses to fluency.	2
Continue to embed Mighty Writer as a tool to support teacher modelling of the writing process, 'interactive writing.' Letter join to support the physical skills for handwriting and correct letter formation.	https://educationendowmentfoundation.org.uk/early-years/sharing-the-pen-interactive-writing-in-the-early-years The EEF describes interactive writing as 'a dynamic, collaborative approach where educators and children work together to craft written messages.'	6

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

Budgeted cost: £57 416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing pastoral and mental health support for pupils. Maintain effective pastoral provision by continuing to employ a non teaching SAFS Lead. SAFs Lead is first point of contact for families for attendance support and early help. Continue tracking, monitoring and intervention for attendance of PP children	Principles of good practice set out in DFE's Improving School Attendance advice. Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance over 95%. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4,5,7,8



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SAFS Lead to work 1:1 with children and in groups to remove barriers to learning and support social and emotional development. MH whole school strategy. Engage with MH training and webinars/ networks as they are made available. Attendance at Safeguarding networks/ training.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. Social and emotional learning (SEL) interventions seek to improve pupils' decision -making skills, interaction with others and their self-management of emotions. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,7,8
Whole School Enrichment Programme- exposure to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life. With financial support to PP families (e.g Yr 6 residential) where finance is a barrier to attending. Continue to invest in Oddizzi to support our curriculum in Geography. The Primary Language Network to support the teaching of Spanish	The EEF analysed the effectiveness of extending school time, saying 'in addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.' Outdoor adventurous learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities- it can support pupils to develop non cognitive skills such as resilience, self- confidence and motivation. The application of these non cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	8
Subsidised uniform Subsidised costs for Breakfast Club	The EEF suggests that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a positive	4,5,7



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	effect on self- esteem, identity and in turn behaviour. Pupils will know what it means to be ready to learn and will take pride in their appearance.	
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Total budgeted cost: £93 930



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have conducted a detailed analysis of the performance of our School's Pupil Premium pupils during the period of our last Pupil Premium Strategy which ran over a 4 year period. Each academic year has been reviewed and the reviews can be accessed on our website.

This review is for the last year of our 4 year strategy and covers September 2024- July 2025

The outcomes of this last review period alongside our findings across the full 4 years are what we have used to inform our new strategy from 2025- 2028.

Our Pupil Premium Strategy aims for 2024- 2025 were as follows- **outcomes/ impact is shown in purple:**

Improved oral language skills and vocabulary among disadvantaged pupils.

To improve reading progress and attainment among disadvantaged pupils and attainment gap between disadvantaged and non disadvantaged is reduced.

To improve attainment in writing for disadvantaged pupils at the end of KS2 through a focus on handwriting, spelling, grammar and modelling writing skills.

A clear speech, language and communication strategy is in place-website link: <https://primarysite-prod-sorted.s3.amazonaws.com/swaffham-ce-primary-academy/UploadedDocument/cfb4c6e7-9aea-4ea9-9f06-28a1cf735387/communication-and-language-at-swaffham-primary-academy.pdf>

DHT and Reception teacher are trained Communication Champions. Appointed TA- supports R children with speech and language. Pupils in Reception are assessed using WELLCOMM (3 x a year)- pupils with SLC needs are identified early and supported with targeted intervention including NELI intervention. Internal school data shows impact.

2025	SPA all pupils 2025	National 2025	SPA all pupils 2024	SPA all pupils 2023	SPA all pupils 2022
<u>Good Level of Development All pupils</u>	73%	69%	73%	65%	87%
<u>Good Level of Development Disadvantaged</u>	33%		50%	57%	71%

SPA pupils in Reception cohort achieved above the national for GLD indicating that our approach to improving oral language skills and vocabulary from Reception is having an impact.

2025 Yr 1 phonics outcomes shows that pupils underachieved in comparison to national data. With the high number of pupils with significant SEND taken out of this data, our pupils still achieved less than the national and so this area of work remains a key focus.

Year 1 Phonics Screening

	SPA all pupils 2025	National 2025	SPA all pupils 2024	SPA all pupils 2023
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Achieving pass or above All pupils	53.3%	80%	62%	66%
Achieving pass or above Disadvantaged	20%		50%	25%

Year 6 KS2 Outcomes 2025 show impact of teaching in terms of progress of where this cohort were and how far they have travelled from where they were at the end of Year 5. However, outcomes were below the national data.

KS2 SATS 2025

	2025	National 2025	2024	2023
% achieving the expected standard in Reading (all)	50%	75%	59%	72%
% achieving the expected standard in Reading (disadv)	27.3%	63%	40%	50%
% achieving the expected standard in Writing (all)	59%	72%	62%	53%
% achieving the expected standard in Writing (disadv)	36.4%	59%	50%	29%

Reading:

Writing: This has taken longer to see impact. We believe that writing strategies need to be embedded year on year. Now that our school is a full primary we are able to do this from the start of Reception. Our bold beginnings approach which includes the implementation of 'Mighty Writer' is already showing a significant impact on writing standards in Years R, Year 1 and Year 2- evidence in books and internal monitoring.

To improve maths attainment for disadvantaged pupils at the end of KS2

	2025	National 2025	2024	2023
% achieving the expected standard in Mathematics (all)	50%	74%	72%	72%
% achieving the expected standard in Mathematics (disadv)	9%	61%	60%	43%

Year 4 MTC outcomes June 2025: in line with national and shows impact of TTRs and fluency interventions.

% scoring 25/25 = **45%** National = 49%

Mean Average score : All pupils **21.25**. National = 22.09. Disadvantaged 19.9

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

Behaviour Data IDSR

All Pupils with 1 or more suspensions 2023/2024: 4.72% National 0.99% shows decrease
2022/2023: 6.28% National 0.82% shows spike



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	2021/ 2022: 3.15% National 0.68%
All pupils with 2 or more suspensions	2023/2024: 3.30% National 0.47%
	2022/2023: 4.93% National 0.38%
	2021/ 2022: 2.25% National 0.30%
Disadv with 1 or more suspensions	2023/2024: 7.46% National 2.33% shows decrease
	2022/2023: 8.45% National 1.94%
	2021/2022: 6.76% National 1.63%
Disadv with 2 or more suspensions	2023/2024: 5.97% National 1.16% shows decrease
	2022/2023: 8.45% National 0.94%
	2021/ 2022: 5.41% National 0.76%
Overall: shows decrease in number of suspensions over time and impact of strategy but still a focus area as percentages are above the national figures.	
<u>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</u>	
Attendance for all pupils	2024/2025: 94.3% (IDSR) National: 94.9%
Shows improving trend from	2023/2024: 92.6%
	2022/2023: 93.5%
Disadvantaged	2024/2025: 91.3% (improved from previous year)
	2023/2024: 89.2%
	2022/2023: 90.6%
PA all pupils	2024/2025: 19.3% National 14.3%
	2023/2024: 23.1%
	2022/2023: 19.9%
PA disadv	2024/2025: 35.9%
	2023/2024: 34.4%
	2022/ 2023: 35.3%
Shows improving trend for attendance overall but PAs are still a focus area that we need to support.	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Jolly Phonics	
Primary Language Network	
Reading Eggs	
Phonics Play	



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Odizzi	
White Rose Maths	
Picture News	

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>
We have an extremely low number of service children so the support we provided was covered through our whole school approach to pupil premium – effective pastoral support and communication with families.
The impact of that spending on service pupil premium eligible pupils
As above