

# Pupil premium strategy statement

## Heddon-on-the-Wall St. Andrew's CE Primary School

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

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	9.8% Pupil Premium (18 Free School Meals + 1 Post LAC) 7% Service Pupil Premium (12)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Wheatley
Pupil premium lead	Andrew Wheatley
Governor / Trustee lead	Adam Pilkington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845 (+£5,250 Forces Premium)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,095

# Part A: Pupil premium strategy plan

## Statement of intent



**“The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.' Matthew 25:40**

As an inclusive school, our ultimate goal is for all pupils to make good progress and achieve attainment in line with pupils nationally, irrespective of their personal circumstances.

- Research shows that *“Education inequality in England is entrenched and there is a stubborn link between socio-economic background and education outcomes.”* (EEF, 2023). Therefore, we aim to use our funding to support disadvantaged pupils to reach at least national expectations, including progress for those who are already high attainers;
- Through ordinarily available provision across Early Years and Key Stages 1 and 2, targeted interventions and bespoke support for pupils and their families, we will ensure that pupils fully engage with their learning. We will continue to target the attendance of our Pupil Premium children in order to maximise learning opportunities;
- Our key intent is to raise standards in oracy and reading as this is the foundation for all areas of learning. By raising standards in oracy and reading, we aim to improve outcomes for all SEND and disadvantaged pupils across the curriculum;
- Our main aim is for all children to become competent readers by the age of 7 years so they can access our broad and balanced curriculum offer. This will be achieved through the delivery of a systematic synthetic phonics programme, with additional catch-up sessions for those with identified gaps;
- For those children in Key Stage 2 who are not yet competent readers interventions will be provided to enable them to catch up and keep up;
- A large proportion of our Pupil Premium children have a language deficit; our strategy is to provide additional opportunities within the curriculum and through carefully matched interventions, where necessary, to close gaps in language comprehension;
- We aim to develop pupil agency to help create a community where pupils feel known, heard, have a strong sense of belonging and is a place where they want to be;
- We intend to further support the wellbeing of our Pupil Premium children and their families by offering them access to a range of extra-curricular

activities and support networks.

- Through a detailed analysis of needs, we will strive to remove barriers to learning to ensure we develop happy, well-rounded individuals who become lifelong learners.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate low levels of communication and language skills particularly in Early Years and Key Stage 1.
2	There is a clear link between our Pupil Premium and SEND pupils. Many of the Pupil Premium pupils are also on the school's SEND register or being monitored for additional needs.
3	Assessments, observations, and discussions with pupils indicate low levels of attainment in Reading & fluency in Maths for Pupil Premium pupils.
4	Limited parental engagement with school and learning resulting in insufficient reading at home, homework completion and a lack of readiness for school.
5	Our Pupil Premium and SEND pupils have increasingly high levels of Social, Emotional and Mental Health issues and decreased levels of resilience.
6	Pupil Premium pupils are more likely to have lower levels of attendance and to be persistently absent.
7	Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and consequently lower aspirations for the future.
8	Transition; passing on of information to build a profile of PP children year on year, and between schools.

## 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 communication and language skills in Early Years and Key Stage 1.	Assessments indicate an increased number of children achieving the ELG for Communication and Language and improved oracy skills in Key Stage 1. This is evident when triangulated with other sources of evidence, including

	<p>engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>By 2027 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced.</p>
<p>To increase attainment in Reading at the lower levels and for SEND pupils.</p> <p>To increase fluency in Maths.</p>	<p>All children to be competent readers by the age of 7 years. Increased % of pupils reaching expected level or above at Key Stage 1. Key Stage 2 readers to read competently enough to access the whole curriculum comfortably.</p>
<p>To increase parental engagement with reading and homework.</p>	<p>Strong relationships with families established on entry to school and maintained throughout the pupils' school life. Increased % of children reading at home, five times per week. All pupils complete homework, supported by parents, as necessary.</p>
<p>To ensure sufficient opportunities are woven into the curriculum to teach the pupils how to organise themselves and improve their self-care skills. Work with families of pupils who require additional support with these skills.</p>	<p>Pupils in Early Years and Key Stage 1 are able to use the toilet independently, dress/undress themselves, dress appropriately for the weather outside and identify, and source, the equipment they need for their learning. This will be evident through observation and consultation discussions with parents and/or other professionals.</p>
<p>To fully implement a SMART School Council with fortnightly meetings increasing opportunities for oracy for all children. Specifically target some questions around developing a sense of belonging.</p>	<p>All pupils have an opportunity to speak and discuss the question which has been chosen by their peers.</p> <p>Records of actions suggested by children to improve their experience of school which have been subsequently carried out by the school and implemented.</p> <p>Increase in pupils having a sense of belonging as evidenced through Pupil Voice.</p> <p>Increased attendance of pupils and reduction in percentage of pupils who are persistently absent.</p>
<p>To support pupils for whom Social, Emotional and Mental Health issues are a barrier to learning. Employ a Thrive practitioner to provide a system of pastoral care for those pupils who need additional support as well as implementing a relational approach across the whole school.</p>	<p>Pupils and their families with additional needs are supported, in school and at home, in order to remove barriers to learning, and maximise attainment potential.</p> <p>Sustained high levels of wellbeing demonstrated by:</p>

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> <li>• School and home to work together, with external agencies as required, to seek the best for both children and families;</li> <li>• Increased attendance and engagement with learning;</li> <li>• Reduction in behavioural incidents;</li> <li>• Pupil Premium pupils and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</li> </ul>
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will</p>	<p>Further development of the ShREC approach (Share attention, Respond, Expand and Conversation) to develop high quality interactions and use of language.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</a></p> <p>Evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3

<p>purchase resources and fund ongoing teacher training and release time.</p>	<p>Linked to vocabulary, the embedding of SCODE spelling:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Fund teacher release time to implement Mastering Number (Key Stage 2) in school and to develop the mastery approach through work with National Centre for Excellence in Teaching Mathematics, particularly Pathways to Progression</p>	<p>Improved teaching and learning of the mastery curriculum to increase fluency in Maths across Key Stage 2.</p> <p>Use of the mastery curriculum across school.</p> <p>The EEF ranks “Mastery Learning” as a high-impact, low cost intervention.</p> <p>The <a href="#">EEF Teaching and Learning Toolkit</a> states that mastery learning approaches can provide an average of <b>+5 months of additional progress</b>.</p> <p>While the EEF is currently conducting a formal trial of <i>Mastering Number</i>, there is strong existing evidence for the principles it uses: Fluency and Subitising.</p> <p><b>Fluency and Automaticity:</b> The <a href="#">EEF Improving Mathematics in Key Stages 2 and 3 Guidance Report</a> emphasizes the importance of developing "quick and efficient recall of facts" (Recommendation 3). Mastering Number is designed specifically to build this automaticity, which reduces cognitive load when pupils tackle more complex problem-solving.</p> <p><b>The NCETM Approach:</b> The DfE's <a href="#">Mathematics Guidance: Key Stages 1 and 2</a> (non-statutory) heavily promotes the "Pathways to Progression" and the NCETM's "Five Big Ideas" (Coherence, Representation &amp; Structure, Mathematical Thinking, Variation, and Fluency) as the gold standard for curriculum design.</p> <p>By investing in high-quality, evidence-informed CPD through local Maths Hubs, we are ensuring that teaching quality remains the primary lever for narrowing the attainment gap."</p> <p><b>Effective Professional Development Mechanisms:</b></p> <p>The <a href="#">EEF Effective Professional Development Guidance Report</a> highlights that for training to change practice, it must be sustained and include collaborative practice.</p> <p><b>Release Time:</b> Releasing staff to engage with the NCETM Work Groups allows for the "Embed Practice" mechanism. It provides teachers with the time to plan, model, and reflect on new techniques, which is more effective than "one-off" training sessions.</p>	<p>3</p>

	<b>Subject Knowledge:</b> The EEF notes that improving a teacher's "Pedagogical Content Knowledge" (how to teach specific math concepts) is one of the most effective ways to improve outcomes for disadvantaged pupils	
RWI portal provision; online video lessons for parents to support their children with learning at home to help them catch up and keep up	Support for staff with training, planning and consistency of RWI delivery.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
Staff training on the effective use of TAs to enhance teaching and learning.	We will allocate Pupil Premium funding to release teachers and Teaching Assistants for joint professional development, focused on the EEF 'Making Best Use of Teaching Assistants' framework. This addresses the evidence that Teaching Assistants provide the most value when they supplement rather than replace the teacher. By training staff in the Scaffolding Framework, we aim to move Teaching Assistants away from a 'task completion' focus toward developing pupil independence, which is proven to provide <b>+4 months of additional progress</b> for disadvantaged learners.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Increased progress and attainment for the children.	1, 2, 3, 5

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

Budgeted cost: £10,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Reading Recovery Training and online platform.	<i>"The Education Endowment Foundation (EEF) independent effectiveness trial found that Lexia Core5 had a positive impact on reading attainment, with pupils making an average of <b>+2 months' additional progress</b>. Crucially, this</i>	2, 3

	<p><i>progress was sustained for disadvantaged pupils (FSM), supporting the school's aim to close the attainment gap as the study found that pupils eligible for Free School Meals (FSM) also made <b>+2 months' additional progress</b> (with some exploratory analysis suggesting up to +3 months). This directly evidences "closing the gap."."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial</a></p> <p><i>"Furthermore, the programme uses 'Adaptive Learning' technology, which aligns with the EEF's guidance on using digital technology to improve literacy. It provides robust diagnostic data, allowing staff to identify specific gaps (phonics, fluency, or comprehension) and intervene immediately—a key recommendation in the EEF 'Improving Literacy' guidance reports."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	
Additional staff to deliver RWI programme	<p>Smaller groups to allow targeted delivery and catch-up sessions of RWI to increase rate of progress at the lower levels and for pupils with SEND.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3
Delivery of SCODE spelling training and the implementation of SCODE scheme from Year 2-6.	<p>Embedding of systematic spelling scheme; SCODE, across Key Stage 1 and 2.</p> <p><i>"While SCODE is a specific commercial programme, its pedagogy is rooted in the EEF's 'Improving Literacy in Key Stage 2' guidance (Recommendation 6). The EEF evidence indicates that spelling should be explicitly taught rather than tested.</i></p> <p><i>SCODE utilises <b>Systematic Synthetic Phonics (rated +5 months progress by the EEF)</b> and combines it with <b>Morphology and Etymology</b> instruction. Research shows that disadvantaged pupils often lack the 'tier 2' vocabulary and linguistic knowledge of their peers; SCODE addresses this by explicitly teaching word origins and structures, reducing the cognitive load required to memorise spelling lists."</i></p> <p><i>"Disadvantaged pupils often face a 'transcription barrier'—they struggle so much with the mechanics of spelling that their working memory is overloaded, preventing them from demonstrating their true creative potential in writing. SCODE will:</i></p> <ol style="list-style-type: none"> <li>1. <b>Remove Barriers:</b> Automate spelling rules so pupils can focus on composition and content.</li> <li>2. <b>Boost Vocabulary:</b> By teaching etymology (e.g., the root 'struct' in structure, construction), pupils decode</li> </ol>	3, 4



	<p><i>new vocabulary across the curriculum, not just in English lessons.</i></p> <p>3. <b>Ensure Consistency:</b> <i>Provide a low-variance, structured approach that supports lower-attaining pupils who struggle with unstructured 'look, cover, write, check' methods."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a dedicated THRIVE Licensed Practitioner to provide evidence-based therapeutic support, ensuring pupils are emotionally regulated and ready to access high-quality teaching in the classroom	<p>Emotional, social and behavioural barriers to learning removed to allow pupils to access their learning successfully. Increased self-esteem and confidence.</p> <p><i>"The allocation of funding to the THRIVE Licensed Practitioner aligns with the EEF's evidence base for <b>Social and Emotional Learning (SEL)</b> interventions (Wider Strategies Tier), which are proven to facilitate an average of three to four months' additional academic progress. By addressing pupils' emotional regulation and relational needs through this therapeutic approach, we are mitigating the primary non-academic barriers to learning for our disadvantaged cohort.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><i>Furthermore, this investment is justified by external comparative research (ImpactEd Group Evaluation, 2024), which demonstrates that THRIVE schools show clear operational benefits, including a reported <b>27% reduction in exclusions</b> compared to the national average 15% lower severe attendance rates. It also reports <b>improved staff wellbeing</b> and increased professional confidence in Thrive schools. This also includes a measurable increase in staff confidence in understanding and managing challenging behaviour through a common, therapeutic language and supporting pupils with social and emotional needs, thereby maximizing the time disadvantaged pupils spend accessing high-quality teaching and ensuring the sustainability of our school environment.</i></p> <p><a href="https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools">https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools</a></p>	4, 5
Adopt a relational	This approach targets the root cause of many social and emotional barriers by prioritising safety, sense of belonging, connection and co-	4, 5

<p>(trauma-informed) approach across school to support pupils</p>	<p>regulation thereby ensuring that the most vulnerable pupils can reach a state of readiness to learn and access the high quality teaching provided.</p> <p>Positive relational climates increase positive behaviours and behaviour for learning. (Promoting Academic Achievement through Positive Relationships (Journal of Educational and Social Research, 2013))</p> <p><a href="https://www.richtmann.org/journal/index.php/jesr/article/view/572">https://www.richtmann.org/journal/index.php/jesr/article/view/572</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	
<p>Purchase and implement SMART School Council programme. Training for staff to run and deliver this</p>	<p><i>"Research indicates that oral language skills are a strong predictor of later academic success. Low-income pupils often have lower language skills than their peers. Interventions that emphasise spoken language and verbal interaction typically show high impact.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><i>"Improvements in school ethos and the explicit teaching of social skills support disadvantaged pupils in self-regulation and engagement, which are prerequisites for academic attainment."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>This intervention targets the 'disadvantage gap' by ensuring 100% of pupils, including our most vulnerable, practise oracy and debate skills fortnightly. This aligns with EEF guidance on <b>Oral Language Interventions (+6 months impact)</b>, which highlights that structured speaking and listening activities are crucial for closing the attainment gap. By giving every pupil a vote and a voice, we also address <b>Social and Emotional Learning (+4 months impact)</b>, improving school belonging and self-efficacy.</p>	<p>1, 6</p>
<p>To invest in structured professional development for Lunchtime Supervisors to embed the OPAL Play approach,</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit highlights that <b>Social and Emotional Learning (SEL) interventions</b> have an overall impact of approximately <b>four months' additional progress</b> on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5, 6</p>

<p>transforming unstructured time into an environment for developing social and emotional learning and physical skills.</p>	<p><b>Mitigating Barriers:</b> The OPAL approach is a high-leverage Social and Emotional Learning intervention because it addresses the potential non-academic barriers—such as <b>poor behaviour, low self-regulation, and high anxiety</b>—that can disproportionately prevent disadvantaged pupils from being ready to learn in the afternoon.</p> <p><b>Restoration of Attention:</b> A high-quality, engaging lunchtime provides a vital period of physical activity and attention restoration, allowing pupils to return to afternoon lessons <b>calmer, more focused, and ready to engage</b> with high-quality teaching. This is a critical factor in maximising lesson time. (Written evidence submitted by OPAL to UK Parliament Petitions Committee (Inquiry into Children’s Mental Health and Wellbeing)</p> <p><a href="https://committees.parliament.uk/writtenevidence/23258/pdf/">https://committees.parliament.uk/writtenevidence/23258/pdf/</a></p> <p><b>Improved Equity of Play:</b> OPAL is proven to increase the <b>inclusivity and quality of playtime experiences</b> for pupils who often disengage, such as girls, children with SEND, and those with poor social skills (often highly correlated with disadvantage). It ensures equal access to high-quality play provision across the school. (OPAL programme aggregated data and research summaries)</p> <p><a href="https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/">https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/</a></p>	
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**Total budgeted cost: £42,586**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

1. Targeted support to individuals and groups		
Action	Impact	Lessons Learned
Additional staff to deliver RWI to small groups and individuals	<b>Reading:</b> PP Pupils – 50% EXP+ Yr 6 PP - 80% EXP+ Forces – 70% Exp+ Whole school – 75% Exp+	Read Write Inc has a significant impact when consistently delivered by sufficient well trained staff.  Implementation of Read Write Inc Fresh Start continues in Key Stage 2 and it is hoped that this will increase the impact on pupils in coming years.
TA support for Lexia  Purchase of Lexia licenses	<b>Reading:</b> PP Pupils – 50% EXP+ Yr 6 PP - 80% EXP+ Forces – 70% Exp+ Whole school – 75% Exp+	When used regularly at both school and at home significant progress is made. Lexia will continue to be used as an intervention to widely target groups.
Delivery of SCODE spelling training and the introduction of SCODE scheme from Year 2-6.	<b>Grammar, Spelling and Punctuation SATs results:</b>  PP GPS: 80% EXP+ PP GPS: Scaled score: 108  All Year 6: 79% EXP+ Scaled score: 110	SCODE is beginning to have an impact upon Spelling.  Completing in workbooks is time consuming and for pupils can seem disconnected.  During implementation in current year, explore using SCODE approach in normal English books.
2. Pastoral Support		
Action	Impact	Lessons Learned
Employ a Thrive Practitioner to support pupils across the school	THRIVE work supporting the removal of social and emotional barriers to learning:  Reading: PP pupils – 50% EXP+	Regular morning 'meet and greet' by THRIVE practitioner effective in improving school attendance.

	<p>Writing: PP pupils – 50% EXP+          Maths: PP pupils – 64% EXP+</p> <p>Time spent with pupils and parents has improved pupil attendance. (*figures in brackets are national figures 2024/2025 (latest figures))</p> <p>For Pupil Premium pupils:          Attendance: 95.7% (92.4%)</p> <p>Persistent Absence (less than 90%): 19% (24.5%)</p>	<p>Attendance figures for Pupil Premium pupils in school are not only better than national averages but are an improvement on the Pupil Premium attendance from the previous academic year by +5.7%.</p> <p>Regular availability (as and when) for pupils to speak when needed effective.</p> <p>Regular, carefully planned sessions over time to meet the identified needs of pupils essential to overcome social and emotional barriers</p>
<p>Targeted support to improve attendance.</p>	<p>Effective systems in place to support attendance.</p> <p>Improved attendance. (*figures in brackets are national figures 2024/2025 (latest figures))</p> <p>Attendance: 96.6% (94.8%)</p> <p>Authorised Absence: 2.0% (3.7%)</p> <p>Unauthorised Absence: 1.4% (1.5%)</p> <p>Persistent Absence (less than 90%): 7.8% (13.5%)</p>	<p>Parents responded positively to contact and support provided by school.</p> <p>Greater engagement with external services such as Education Welfare, Family Support Workers and Children’s Services to help families had a positive impact on attendance.</p> <p>Work on the importance of attendance with pupils also had an impact.</p> <p>Attendance figures for school are not only better than national averages but are an improvement on the school attendance from the previous academic year by +1.4%.</p> <p>Unauthorised absences are predominantly family holidays in term time.</p>

Provision of swimming, music tuition, trips and clubs for those pupils who would otherwise be unable to access these experiences due to finance.	Positive experiences provided for pupils who may otherwise not have accessed the enhanced curriculum.	Curriculum enhancements add to the overall wellbeing and flourishing of pupils outside of academic learning. We will continue to offer these experiences to those who otherwise would not be able to participate.
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## 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
Lexia Core 5	Lexia Learning Systems
Read Write Inc	Ruth Miskin Training
SCODE Spelling	E Skeldon & J Warburton
THRIVE	THRIVE

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Service pupil premium allocation was used to offer music provision, fund clubs, contribute to Lexia Core 5 subscription and to pay for service pupil's visits/visitors including a reduction in the cost of the residential visit to France.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Service Pupils were able to access peripatetic music teaching and tutoring of an instrument. Their curriculum provision was enriched through visits out of school and visits to school.

## Further information (optional)

The % of pupils with an EHCP is currently 3.8%. The national average (2023/2024) for state funded primary schools is 3.0%.

7.7% of our pupils are Service Pupils.