

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Binbrook C of E Primary
Number of pupils in school	80 – Dec 2024 74 – Dec 2025
Proportion (%) of pupil premium eligible pupils	44% 51%
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)	2024 – 2027
Date this statement was published	December 2024
First review	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna Hall Headteacher
Pupil premium lead	Anna Hall Headteacher
Governor / Trustee lead	Alex Borthwick Chair of Governors.Dec.24 David Stainton Chair of Governors.Dec.25

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£614,369

Part A: Pupil premium strategy plan

Statement of intent

At Binbrook Church of England Primary School, our overarching aim is to ensure that all children, regardless of their need or circumstance, experience the best educational provision. We believe that school should be a place where every child achieves and makes progress in their learning, across the whole curriculum, over time. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond, as responsible and respectful citizens.

It is also our intent to support the needs of children who are deemed as vulnerable due to safeguarding concerns including those involved in Early Help, those being supported by a Social Worker, and those undertaking a Young Carer role, regardless of whether they are disadvantaged or not. We engage with outside agencies and specialists in the provision of emotional and behavioural support.

We know that the biggest influences on pupil attainment are the quality of the teacher within the classroom, the curriculum that they access and the support that they receive. All pupils, and in particular those who are identified as disadvantaged, need to access high quality provision at all times so that progress can be accelerated. This begins with excellence in the Early Years Foundation Stage and we will continue to invest in early intervention.

We believe that the key to succeeding in later life is to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages and in all areas of our lives; they impact on a child's ability to problem-solve, to explain and to reason. This is particularly important for the significant proportion of disadvantaged learners in our school. However, purposeful vocabulary acquisition, applied across a range of contexts, is a necessary skill for all: 'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.' (DfE Research Report *Investigating the role of language in children's early educational outcomes*). Therefore, every lesson, across the whole curriculum, prioritises language and vocabulary acquisition.

Reading remains our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Improved speaking, listening and reading skills will also impact positively over time on writing ability and maths reasoning and problem solving.

This includes our explicit, systematic teaching of phonics alongside reading comprehension strategies. Every member of staff should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure. Through our use of Quality Texts across the curriculum, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and purpose.

Attendance at school is key to achievement. We know that children identified as disadvantaged usually have lower rates of attendance than those who are not. We know that the way to change these trends over time is to work with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more.

Our approach will be responsive to assessed need and the working relationship the school has with its wider community of parents and carers. We will:

- ensure disadvantaged pupils face challenge in order to achieve their true potential
- act early to intervene at the point need is identified
- ensure all staff are aware of the needs of our disadvantaged children and are stakeholders in achieving the best outcomes with continuous high expectations.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that pupil progress is steady over time but the attainment gap to age related expectation (ARE) has been widened for many pupils and there is now more work to do to ensure all children achieve ARE Disadvantaged pupils were most severely affected by the COVID school closure period. Many families were fearful to send their children to school. Although not all, the majority of parents of disadvantaged children struggled to support their children and in many cases children lacked the basic independent learning skills to learn remotely due to prior low attainment.
2	The number of children entering EYFS with <u>Speech, Language and Communication</u> Needs is high and continues to increase over time. 2023-2024, 2024-2025 and 2025-2026 internal data showed that between 70% and 75% of disadvantaged children entering FS2 were well-below age-related expectations in Communication, Language and Literacy, compared to around 35% to 40% of their non-disadvantaged peers. Vocabulary is limited/poor. This has undoubtedly been exacerbated by pandemic-related lack of sufficient pre-school experience This then impacts negatively on progress in <u>phonics</u>, which impacts reading throughout the school.
3	Our assessments, observations and discussions with pupils demonstrate that overall, disadvantaged children in our school have less support with the development of <u>reading comprehension strategies</u> when home-learning/out of the school day. Limited relevant social and cultural experiences has a significant impact on language development, reading and writing across the whole curriculum within all key stages. Wider academic vocabulary is needed in order to be able to read and write at ARE across the curriculum. A lack of modelled literacy in the home at all levels and in particular pupils working at greater depth who need access to higher order language and exemplification of critical thinking and reasoning is another barrier to progress.
4	2023-2024, 2024-2025 and 2025-2026 Internal data maths showed that between 70% and 75% of disadvantaged children entering FS2 were below age-related expectations in <u>Mathematics</u>, compared to between 20% and 40% of their non-disadvantaged peers. It also showed that since the pandemic, disadvantaged pupils in older year groups had been adversely impacted by school closure than non-disadvantaged peers. Internal assessments showed that limited understanding of vocabulary and language around problem solving and reasoning negatively impacted disadvantaged pupils.
5	<u>Teaching Mixed-age classes in a small school</u>. Achieving AREs has become more challenging as gaps in learning (stated above), have emerged following the pandemic and struggles to access relevant support from other agencies in a timely fashion.

6	<u>Social and Emotional health concerns have increased amongst children</u> as a result of the pandemic, the cost of living crisis, less timely support from other agencies (due to waiting lists) and its impacts on parental mental health. Children need social and emotional support.
7	<u>Safeguarding concerns have increased</u> as a result of the pandemic, the cost of living crisis, less timely support from other agencies and an increase in poor parental mental health. Referrals to external agencies and services and families involved with Early Help has increased; the Lead Professional is the Head Teacher.
8	<u>Attendance</u> at school every day matters more than ever before, to all children, but particularly those disadvantaged who have been identified with greater gaps in learning compare to peers. Historically, persistent absence has been high in this school, (higher for disadvantaged children than non-disadvantaged peers).

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 speech, language and communication skills and vocabulary amongst our disadvantaged pupils.	Assessments and observations indicate significantly improved spoken language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes improve year on year, and by 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils at the end of KS2.	KS2 maths outcomes improve year on year, and by 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved wellbeing of children year on year. Sustained high levels of wellbeing from 2024/25 onwards demonstrated by: Pupil surveys that demonstrate an increased level of wellbeing (happiness/enjoyment of school and all the curriculum has to offer including the social aspects) particularly amongst disadvantaged pupils. Qualitative data from parent surveys and teacher and governor (particularly those on the Personal Development Committee) observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged through rapid and effective support and intervention.	Attendance figures improve year on year; from 2024/25, sustained high attendance is demonstrated by: Attendance of disadvantaged pupils being in line with the national average for non-disadvantaged. The percentage of pupils who are persistently absent from this school is below 5% by 2026/27 (and the figure for disadvantaged pupils is no higher than their non-disadvantaged peers)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay part of 1 x classroom teacher salary	Although the EEF evidence states that reducing class sizes does not have a significant impact on pupil progress, in this school it enables us to have no more than two year groups in a class (i.e. it <i>increases flexibility for organising learners and the quality and quantity of feedback learners receive</i>) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size and https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3,4,5
Purchase of DfE Validated Systematic Phonics Programme (Little Wandle Letters & Sounds Revised)	To secure stronger phonics teaching for all pupils. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Purchase of “Active English” Grammar Scheme and teacher/Teaching Assistant training (or refresher training) in how to deliver Dec.2025 – looking to purchase Active Spelling to support children’s progress following a writing audit by LEAD TSH English SLE	Funding used to purchase “Active English” Grammar Scheme & teacher/T.A. training or refresher training (to support children in taking spoken language into the written form, and the correct use of grammar, it is proven that learning gained through interaction with others supports retention. Using images, actions and verbal reasoning, the child’s learning develops using a spiral approach. Mnemonics, intended to assist the memory, help to develop “mastery”, providing a deepened understanding of the curriculum area) and is still used to “top-up” training/resources. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Research has been used at every development stage of the programme and each approach remains aligned with the current EEF guidance reports. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy Funding has been/is also being used to pay for staff training (delivered by SLE from L.E.A.D. English Hub) to improve planning and delivery of reading and writing lessons (as per SDP), based on the EEF guidance reports: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1,2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Purchase of standardised diagnostic assessments (PIRA – Progress In Reading Assessments)	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	3

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

Budgeted cost: £8,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Towards T.A. hours to include potential delivery of intervention to small group and/or training to do so (or training for 1:1 T.A.s)	The EEF states that Teaching assistants can have a moderate impact on learner outcomes, or a large positive impact, depending on how they are deployed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Our T.A.s are trained to and largely deliver small-group tuition, targeted at pupils' specific needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition or 1:1 intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition However, they do also work closely with class teachers in two of our mixed-age classes, so that if an objective is being taught that requires specific-year group tuition (usually within the core subjects), the T.A. under direction of and with training from the teacher, will work with children from the other year group and give feedback to them. The T.A and teacher will also spend time afterwards on assessment for learning. They may be involved in pre-teaching as aspect of the curriculum. The following interventions may be delivered by Teaching Assistants outside of QFT: Additional Literacy Support, Phonics (type dependent on needs of child/children), Numicon Intervention Programme Interventions may include the following (these have been used extensively over the last two years): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3,4,5,6

	The spoken language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum. Comprehension and reading skills benefit from explicit discussion of either content or process of learning, or both, oral language interventions aim to support learners' use of vocabulary/articulation of ideas and spoken expression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reading Comprehension Intervention planned with Class Teachers (to include pre-teaching and post-teaching of strategies/support understanding of text used) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Small group work also gives the trained staff more time to support individuals to focus on metacognition and self-regulation.		

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

Budgeted cost: £17,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay part of the salary of an Education Welfare/ Attendance Officer Who will continue to embed the principles of good practice set out in the DfE's Working together to improve school attendance advice. The assistant will also work with the Head teacher (DSL) to support vulnerable children and families in crisis through pastoral support (Early Help Interventions, Coordinating Team Around the Child support, Liaising between school and Social Care as necessary).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance The positive impact of Parental Engagement of this type as well as around more focused academic routes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The positive impacts of Early Help (as per Keeping Children Safe in Education September 2024): https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	6,7,8

ELSA (Emotional Literacy Support Assistant) hours a week (and for ongoing ELSA training & Supervision Sessions)	Children state they feel supported in their learning and are more able to find coping strategies to deal with difficult situations generally. They look forward to ELSA sessions and feel happier and less anxious afterwards. Resulting behaviours are more positive. Improved resilience occurs. Class teachers have found children to be able to make accelerated academic progress because of less anxiety and improving self-confidence. Parents of children who've received ELSA support are overwhelmingly positive. Both ELSA training and ELSA supervision is provided by the Educational Psychology Service (EPS).	6,7,8
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Total budgeted cost: £51,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic years (2023 to 2024 and 2024 to 2025), drawing on national assessment data and our own internal summative and formative assessments.

End of Key Stage 2 Statutory Assessment Results – 09/07/24 - 11 children; each child is worth 9.09%. This cohort of children (nationally) experienced pandemic-related school closure as year 2s (Spring/Summer 2020) and as year 3s (spring 2021)

Core curriculum area	National – EXS/>	Binbrook – EXS/>
Reading	74%	82% (9/11) 4/11 – 36% achieved GDS
Maths	73%	82% (9/11) 2/11 – 18% achieved GDS
Writing*	72%	91% (10/11) 1/11 – 9% achieved GDS
Combined	61%	82% (9/11) 1/11 – 9% achieved combined at GDS
*This year our writing teacher assessment results were moderated by the Local Authority. One child (who we had assessed as Working Towards the Expected Standard was pushed up to Expected Standard by the moderator)		
Spelling/Punctuation/Grammar (SPAG)	72%	73% (8/11) 4/11 – 36% achieved GDS

There will be no National Progress Measures this academic year due to the fact that this cohort of children did not finish Year 2/undertake end of Key Stage 1 SATs due to whole school closures as a result of the pandemic.

6 children in the cohort were disadvantaged (and therefore attracted pupil premium funding and at the point of undertaking SATs were all in receipt of Free School Meals). Internal assessment data showed:

Reading Attainment:

School disadvantaged – 4/6 67% achieved EXS, 1 of them at GDS (one of the two who didn't achieve EXS was also SEND Support)

Maths Attainment:

School disadvantaged – 4/6 67% achieved EXS, 1 of them at GDS (one of the two who didn't achieve EXS was also SEND Support)

Writing Attainment:

School disadvantaged – 5/6 83% achieved EXS, 0% at GDS (the one child who didn't achieve EXS was also SEND Support)

It is important to remember that in this cohort, each child was worth 9.09%

There is no non-disadvantaged comparator on *Analyse School Performance (ASP)* this year (progress or attainment). Clearly, it is our aim for all our children, disadvantaged and non-disadvantaged to achieve EXS or GDS (by us providing an appropriately challenging curriculum). This is something we will continue to strive towards; with targeted use of the Pupil Premium Grant being a key tool.

End of Key Stage 2 Statutory Assessment Results – 08/07/25

14 children; each child is worth 7.14%

This cohort of children (nationally) experienced pandemic-related school closure as year 1s (Spring/Summer 2020) and as year 2s (spring 2021)

EXS = Expected Standard

GDS = Greater Depth Standard

Core curriculum area	Binbrook – EXS/>	National – EXS/>*****	
Reading	79% (11/14) 6/14 – 43% achieved GDS	75%	
Writing*	79% (11/14) 1/14 – 7.14% achieved GDS	72%	
Maths	71% (10/14) 2/14 – 14% achieved GDS	74%	
Combined**	64% (9/14) 1/14 – 7.14% achieved combined at GDS	62%	
*This year our writing teacher assessment results were moderated by the Local Authority. One child (who we had assessed as Working Towards the Expected Standard) was pushed up to Expected Standard by the moderator). One child (who we had assessed as working at the Expected Standard) was pushed up to Greater Depth Standard by the moderator) **Refers to the number of children who achieved the expected standard across all 3 of reading, writing and maths. Spelling/Punctuation/Grammar is not counted in the combined measure. *** National Data around Greater Depth Standard has not been released at point of writing this report			
Spelling/Punctuation/Grammar (SPAG)	57% (8/14) 2/14 – 14% achieved GDS	73%	

There will be no National Progress Measures this academic year due to the fact that this cohort of children did not finish Year 2/undertake end of Key Stage 1 SATs due to whole school closures as a result of the pandemic.

4 children in the cohort were disadvantaged (and therefore attracted pupil premium funding and at the point of undertaking SATs were all in receipt of Free School Meals). Internal assessment data showed:

Reading Attainment:

School disadvantaged – 4/4 100% achieved EXS, 3 of them (75%) at GDS (the one who didn't achieve GDS was also SEND Support)

Maths Attainment:

School disadvantaged – 3/4 75% achieved EXS, (the one child who didn't achieve EXS was also SEND Support)

Writing Attainment:

School disadvantaged – 3/5 75% achieved EXS, (the one child who didn't achieve EXS was also SEND Support)

Information from summative & formative assessments the school has undertaken (reading/writing/maths) in all year groups across school

A Teacher Assessment is made (resulting from a combination of summative and formative assessments) at the end of each full term for every child within each year group to measure attainment and progress to inform ongoing curriculum planning (*Curriculum and Standards Governors review this data*).

The attainment and progress made by disadvantaged children, SEND children and those who are both disadvantaged and SEND Support or disadvantaged and SEND-EHCP is measured and analysed closely.

Internal end of 2023-2024 and 2025-2025 data demonstrated that within the other cohorts in this school, (similarly to the Year 6 cohort in terms of this year's attainment results); it is those children who are both disadvantaged and SEND Support or disadvantaged and SEND-EHCP who are struggling to make the expected and indeed accelerated progress needed.

This year, the school has a non-teaching 2-day a week SENDCo who is closely monitoring IEP target progress. This supports delivery of key interventions and provides a regular measure of impact enabling small steps progress to be made or a swift change in approach if impact is not seen within a tight timeframe. This means that disadvantaged-SEND children are tightly monitored (Teaching Assistant-Class Teacher-SENDCo). Thus all aspects of targeted academic support are vital.

Impact of wider strategies (attendance, behaviour and wellbeing)

Attendance

Year to date (2023-2024) DfE Headline attendance figures:

	2023/24			
	Total	Primary	Secondary	Special
Attendance rate	92.9%	94.6%	91.1%	87.1%
Overall absence rate	7.1%	5.4%	8.9%	12.9%
Authorised absence rate	4.7%	3.9%	5.5%	9.7%
Unauthorised absence rate	2.4%	1.5%	3.4%	3.2%
Persistent absence rate	20.0%	14.9%	25.9%	37.0%

Binbrook Attendance Data –2023-2024

Attendance (08.07.24) was 95.51% (was 93.9% at the end of summer 2022, 95.35 % end of summer 2023). Authorised absence rate: 3.85%, unauthorised: 0.64%

N.B. Each child in our school was worth 1.25%. % have been rounded down to show worst possible figures (but to ensure we are monitoring as closely as possible).

At this point, 40% of the 80 pupils on roll currently attracted PPG

Boundary 08.07.24	Number and % of children (80 chdn on roll)
1. 95 - 100%	60/80 = 75% (4/60 = 6.6% = PPG) (12/60 = 20% - SEND & PPG)
2. 91 – 94%	11/80= 13.75% (9/11 = 82% = PPG) (2/11 18% SEND & PPG) (4 x children are over 94%), 9 out of the 11, attendance is rising, others being closely monitored/parents consulted etc.)
3. 80 – 90%	6/80 = 11% (4/6 = 67% = PPG)

	1 x child – cultural issues to consider, supportive relationship (home/school), attendance rising quickly 1 x child unauthorised term-time holiday (very unusual for this child) followed by illness
4. 51 – 79%	3/80 = % (1/3 = 33.3% = PPG/SEND) (1/3 = 33.3% SEND) 2 x FS2/Year 1 children with EHCP – reduced timetables (plus one had term-time unauthorised holiday) 1 x child with chronic medical condition (regular communication between school/parent/medics, also had unauthorised term-time holiday)
5. <=50%	0

P.A. and below (08.07.24) = 9/80 – 11.25% This time last year, 12 children (13.63%) whilst national for primary was 17.1%

The work of the Attendance Officer/Education welfare Support continues to be vital. It has impact (also evidenced within TAC outcomes). Without it, the data would be worse, although we accept it needs to be better – hence continuing to try new methods of support and intervention. N.B. The school population is transient, so some children have moved on who intervention was successful for, and others have joined at point of data collection.

Binbrook Attendance Data 2024 – 2025

National comparison

Compare your attendance and absence in the same phase of education (primary or secondary) in England. Data is from schools sharing daily attendance data with DfE. It is updated every 2 weeks.
Results show data for compulsory school age pupils in the academic year-to-date.
[How we calculate your position and how to use your results.](#)

Filters ⓘ

Special educational needs (SEN) support

☒ Results for whole school

☐ Pupils with SEN support

☐ Pupils with no or unknown SEN support

Free school meals (FSM)

☒ Results for whole school

☐ Pupils with FSM

☐ Pupils with no or unknown FSM

Your overall attendance
96.2%

You are in decile 2, the top
10-20% of schools

Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	1672	96.4%	100.0%
2	Top 10-20%	1672	96.0%	96.4%
3	Top 20-30%	1672	95.7%	96.0%
4	Top 30-40%	1672	95.3%	95.7%
5	Top 40-50%	1672	95.0%	95.3%
6	Bottom 40-50%	1672	94.7%	95.0%
7	Bottom 30-40%	1672	94.3%	94.7%
8	Bottom 20-30%	1671	93.8%	94.3%
9	Bottom 10-20%	1671	93.0%	93.8%
10	Bottom 0-10%	1671	0.0%	93.0%

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Compare your attendance and absence in the same phase of education (primary or secondary) in England. Data is from schools sharing daily attendance data with DfE. It is updated every 2 weeks.
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Special educational needs (SEN) support

☒ Results for whole school

☐ Pupils with SEN support

☐ Pupils with no or unknown SEN support

Free school meals (FSM)

☒ Results for whole school

☐ Pupils with FSM

☐ Pupils with no or unknown FSM

Your persistent absence
4.0%

You are in decile 1, the top
0-10% of schools

Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	1660	0.0%	5.0%
2	Top 10-20%	1680	5.0%	6.9%
3	Top 20-30%	1675	6.9%	8.4%
4	Top 30-40%	1672	8.4%	9.9%
5	Top 40-50%	1670	10.0%	11.5%
6	Bottom 40-50%	1674	11.5%	13.1%
7	Bottom 30-40%	1672	13.1%	15.0%
8	Bottom 20-30%	1672	15.0%	17.4%
9	Bottom 10-20%	1670	17.4%	20.9%
10	Bottom 0-10%	1672	20.9%	100.0%

Attendance - analysis using our management information system and boundaries below, based on 76 children on roll

We continue to use the “attendance boundary descriptors” set by LCC two years ago:

Boundary	Description
95-100%	As expected
91-94%	At risk of persistent absence
80-90%	Persistent absence
51-79%	At risk of severe absence
<=50%	Severe absence

95% = 10 days absence

91% = 17 days absence

80% = 38 days absence

60% = 76 days absence

50% = 95 days absence

Current whole-school attendance is 96%

THE FIGURES BELOW INCLUDE ALL OUR 9 X FS2 CHILDREN (1/8 IS NOT YET 5 YEARS AND THEREFORE DOES NOT HAVE TO BE). This cohort has had poor attendance levels since September, however, there has been a slight improvement since my last HT Report, with 2/8 at expected attendance, 3/8 at risk of P.A., 2/8 at P.A., 1/8 at risk of sever P.A. At this point in the term, the overall FS2 attendance figure is now 89.29% as opposed to 87.92% in March. It still has the lowest attendance figure of all the year groups by a long way (N.B. it is the second smallest year group). All other year groups have an attendance figure of over 96%.

Boundary	Number and % of children (76 chdn on roll)
1. 95 - 100%	52 (68.4%)
2. 91 – 94%	17 (22.3%)
3. 80 – 90%	6 (7.89%)
4. 51 – 79%	1 (1.3%)
5. <=50%	

According to my data, we have 7/76 (9%) children who are Persistently Absent (P.A.); those within boundary 3 and boundary 4.

“At risk of” group

10/17 (59%) of these children attract PPG. Two are also SEND Support. One has an EHCP.

Attendance of 10 of the 17 children is of genuine concern (history of in and out of P.A. category).

Monitoring closely; close communication with these parents and carers. 9 of the 10 are PPG (one is SEND Support & PPG). For the remaining 7 children, HT is confident that these figures are blips (largely due to genuine illness).

“Persistently Absent” Group

4/6 (66.6%) of the children in this group attract PPG. One child is also SEND EHCP.

2/6 are currently in year 6. Both have dipped in and out of this category through primary school.

Transition conversations have taken place with secondary colleagues. Attendance of a further 3/6 is of genuine concern and trying to improve the situation continues to take a lot of Education Welfare Support time.

“At risk of severe absence” Group

This child is of concern (PPG and SEND EHCP). An Early Help Worker, the PRT, and soon BOSS, are supporting the child and parents in trying to improve the situation.

ELSA hours – continue to impact in support of managing behaviour (no suspensions, working in conjunction with Pastoral Support Plans) and supporting wellbeing (support for SMHE needs and other); see parental questionnaires and Head Teacher reports for governors – July 2024, July 2025.

Wider benefits of the PP

Continued use of Pupil Premium (as per TEACHING and WIDER STRATEGIES section of this document) to raise the quality of teaching and curriculum offer is crucial, particularly during the present cost of living crisis. In addition to children who attract PP Funding, many more in our school come from households (whether single or co-parenting), that are classed as “working poor”. That is, once household bills and basics have been paid for, these parents have no additional finances to provide activities and experiences that typically develop a child’s “cultural capital”, any more than those whose personal circumstances attract pupil premium.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.