

East Park Academy Pupil Premium Strategy



Pupil premium strategy statement – East Park Academy

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	674
Proportion (%) of pupil premium eligible pupils	53%
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)	2022/2023 (First Year) 2023/2024 (Second Year) 2024/2025 (Third Year)
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2024/2025
Statement authorised by	Alan Rogers Associate Head Teacher
Pupil premium lead	Jaimie Small Assistant Head Teacher 2024/2025

	Amardip Dhanjal Deputy Headteacher 2023-2024
Governor / Trustee lead	2022/2023 Rebecca Fisher/Mike Wilkes 2023/2024 Rebecca Fisher 2024/2025 Rebecca Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 £407,883 2023-2024 £448,140
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£469,900

Part A: Pupil premium strategy plan

Statement of intent

At East Park Academy, our mission is to grow the hearts and minds of all our children, ensuring they receive an exceptional education that prepares them for a fulfilling future. We are dedicated to fostering an environment where every child, regardless of their background or starting point, thrives academically, personally, and socially.

We take pride in our creative and strategic approach, which enables us to provide all pupils with the skills, knowledge, and opportunities they need to pursue their passions and contribute to the world in ways that are meaningful to them.

We believe in the power of education to transform lives and are committed to meeting the diverse needs of our pupils. Our strategic approach to supporting disadvantaged pupils ensures they make accelerated progress, achieving outcomes that are in line with their peers.

We know each child as an individual, tailoring support and intervention to enable their success both academically and emotionally. Our goal is to ensure that every child loves coming to school, embodies our East Park 8 values, and develops the confidence, skills, and knowledge to reach their full potential.

By equipping our children with quality teaching, targeted intervention and cultural and social capital, we aim to empower them to navigate their future with resilience and purpose.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>2022-2023 PP attendance (90%) was below non-PP. Poor attendance and late arrival has resulted in regular lost learning for Core subjects, reading, writing and maths, and phonics for Rec-Yr2, which are typically taught at 8.50am.</p> <p>2023-2024 Last academic year, PP attendance ended on 92.3% compared to overall attendance of 93.6%.</p>
2	<p>SEND Provision</p> <p>PP children, who also have SEND, are even more significantly impacted than their non-SEND peers. Quality first teaching, individual intervention and wider opportunities such as cultural capital are integral to them being ready for the next stages of learning and citizenship beyond education.</p>

3	<p>Early Years</p> <p>Assessments, observations and transition information indicate that many children, including those at risk of disadvantage, have starting points in communication and language, and fine motor skills which are lower than those expected of their chronological age.</p>
4	<p>Curriculum attainment</p> <p>On entry and autumn data for PP children in some year groups is lower compared to non-PP. In year groups with an attainment gap, the largest gap is in writing. Our strategy is designed to close this gap.</p>
5	<p>Wider Opportunities</p> <p>Providing wider opportunities for PP children – with the cost of living increasing, pupils’ opportunities to take part in many activities out of school have reduced. Providing such priorities for our pupils is a priority.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance and Punctuality</p> <p>Improved attendance for PP children and families met</p>	<p>Attendance to have significantly increased towards pre-pandemic levels of 96% - at least in line with all pupils nationally.</p>
<p>SEND Provision</p> <p>Prepare SEND children for next stages of education and citizenship beyond school.</p>	<p>All pupils with SEND show measurable academic, social, or emotional progress against individual targets, reviewed termly.</p> <p>Attendance for SEND pupils approaches pre-pandemic national averages (96%) with reduced persistent absenteeism.</p> <p>Increase access to enrichment activities for SEND pupils. Address barriers through tailored support to promote inclusivity and engagement.</p>
<p>Early Years</p>	<p>PP pupils in Early Years have improved attainment in key areas through the use of strategies to support Oracy (Wellcom). Significantly improved oral language.</p>
<p>Curriculum Attainment</p>	<p>Gap for PP attainment in curriculum to be closed with non PP.</p>

Wider Opportunities	For all PP children to have the building blocks necessary to access all subject areas at the next stage of learning.
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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: £239,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the language diagnostic/intervention strategy WellCom and give time to EYFS lead high-quality classroom discussion, to ensure that all EYFS are inexpensive to implement with high impacts on reading outcomes. staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2.SEND Provision 3.Early Years 4.Curriculum Attainment
All teachers/support staff to have access to high quality CPD provided both internally and externally.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice (iris, podcast NPQ etc). EEF Professional development.	1.Attendance and Punctuality 2.SEND Provision 3.Early Years 4.Curriculum Attainment 5.Wider Opportunities 2.SEND Provision
Staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme (Read,	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:	3.Early Years

Write Inc) to secure stronger and more consistent phonics teaching for all children.	Phonics Early Years Toolkit Education Endowment Foundation EEF	4. Curriculum Attainment
Release time out of class for SENCo to drive school improvement for SEND.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development	1. Attendance and Punctuality 2. SEND Provision 3. Early Years 4. Curriculum Attainment
SEND CPD for staff.	EEF Report – ‘Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	1. Attendance and Punctuality 2. SEND Provision 3. Early Years 4. Curriculum Attainment
Associate Head to provide CPD for staff.	EEF Report – ‘Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	1. Attendance and Punctuality 2. SEND Provision 3. Early Years 4. Curriculum Attainment 5. Wider Opportunities 4. Curriculum Attainment
ACE Coaching providing CPD for teachers	Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	Attainment 5. Wider Opportunities
Provide cover time for the EYFS lead and Deputy Head to undertake National	Professional development has a strong evidence base demonstrating a significant impact on improving teaching quality by enhancing knowledge, motivation and	2. SEND Provision 3. Early Years

Professional Qualification	<p>embedding effective practices. Structured and sustained PD is particularly effective in addressing the needs of disadvantaged pupils by improving the quality of first teaching.</p> <p>Effective Professional Development EEF Guidance Report Education Endowment Foundation (EEF)</p>	4. Curriculum Attainment
Development and training in the use of technology to support high quality teaching, including the use of software to support diagnostic assessment (including Lumio, Plickers, Mozaik, Lyfta, Votes4Schools, Accelerated Reader), and to support the development of quality first teaching through use of IRIS	<p>The use of technology to support high-quality teaching has a strong evidence base, particularly when integrated to enhance instructional approaches and support diagnostic assessment. Effective use of digital tools, including tailored software, can improve feedback and targeted teaching, benefiting all pupils, especially those from disadvantaged backgrounds.</p> <p>Digital Technology EEF Guidance Report Education Endowment Foundation (EEF)</p>	<p>1. Attendance and Punctuality</p> <p>2. SEND Provision</p> <p>3. Early Years</p> <p>4. Curriculum Attainment</p> <p>5. Wider Opportunities</p>

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

Budgeted cost: £117,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and target disadvantaged children at effective times during the school day to close the gaps of attainment and progress.	High-quality tutoring has a strong evidence base indicating a positive impact on pupil attainment, with one-to-one tuition leading to up to five months' additional progress and small group tuition resulting in up to four months' additional progress. This approach is particularly beneficial for disadvantaged pupils when effectively aligned with classroom teaching.	<p>1. Attendance and Punctuality</p> <p>2. SEND Provision</p> <p>3. Early Years</p> <p>4. Curriculum Attainment</p>

	Making a Difference with Effective Tutoring Education Endowment Foundation (EEF) Small Group Tuition Teaching and Learning Toolkit	
Additional phonics/reading/numeracy intervention targeted at disadvantaged pupils who require further phonics/reading support including cover time for EYFS, Maths and Literacy lead for careful diagnosis of pupils' needs	<p>Targeted interventions in phonics, reading and numeracy have a strong evidence base indicating positive impacts on pupil attainment. The Education Endowment Foundation (EEF) highlights that phonics approaches can lead to an average of five months' additional progress, particularly benefiting disadvantaged pupils. Similarly, small group tuition in reading and numeracy can result in up to four months' additional progress.</p> <p>Phonics Teaching and Learning Toolkit Education Endowment Foundation (EEF) Small Group Tuition Teaching and Learning Toolkit Education Endowment Foundation (EEF)</p>	<p>1.Attendance and Punctuality</p> <p>2.SEND Provision</p> <p>3.Early Years</p> <p>4.Curriculum Attainment</p>
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	<p>Targeted interventions for pupils with SEND have a strong evidence base indicating positive impacts on their attainment. The Education Endowment Foundation (EEF) highlights that high-quality teaching, complemented by tailored interventions such as explicit instruction and cognitive strategies, can lead to significant progress for disadvantaged pupils with SEND. Similarly, targeted small group or one-to-one support can effectively address individual needs, promoting substantial gains in academic outcomes.</p> <p>SEND Support EEF Guidance Report Education Endowment Foundation (EEF)</p>	<p>2.SEND Provision</p> <p>3.Early Years</p> <p>4.Curriculum Attainment</p>

<p>Careful deployment of teaching assistants and interventions in order to support high quality provision both within the classroom and in the delivery of evidence based, structured interventions</p>	<p>Careful and strategic use of teaching assistants has a strong evidence base indicating positive impacts on pupil attainment when deployed effectively. The Education Endowment Foundation (EEF) highlights that teaching assistants are most impactful when delivering structured interventions, such as targeted one-to-one or small group support, aligned with classroom teaching.</p> <p>Teaching Assistants EEF Guidance Report Education Endowment Foundation (EEF)</p>	<p>1.Attendance and Punctuality</p> <p>2.SEND Provision</p> <p>3.Early Years</p> <p>4.Curriculum Attainment</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH lead supports and development</p> <p>PP children in 1:1/group sessions to develop positive self-esteem and confidence.</p>	<p>Effective social and emotional learning (SEL) can lead to learning gains of approximately four months over a year. This is particularly beneficial for children from disadvantaged backgrounds and other vulnerable groups, who often have weaker SEL skills compared to their peers. Research highlights the importance of integrating SEL into everyday teaching practices in order to better support children with social, emotional, and mental health (SEMH) needs, fostering both academic success and personal well-being.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools EEF Guidance Report on SEL Child</p>	<p>1.Attendance and Punctuality</p> <p>2.SEND Provision</p> <p>3.Early Years</p> <p>4.Curriculum Attainment</p> <p>5.Wider Opportunities</p>

	Development Journal, 2011 Improving Behaviour in Schools	
Whole staff training on new behaviour policy, Zones of Regulation and restorative approaches with the aim of developing our school ethos and improving self-regulation across school. All staff to receive training (Chimp Learning) to support with behaviour management.	<p>Research highlights the importance of whole-staff training to improve behaviour management and support pupil outcomes. Training in approaches like Zones of Regulation, restorative practices, and Chimp Learning aligns with EEF evidence on embedding social-emotional learning (SEL) and consistent behaviour strategies. These interventions foster a positive school ethos, enhance self-regulation and improve engagement and relationships across the school.</p> <p>Behaviour interventions EEF Education Endowment Foundation EEF EEF Teaching and Learning Toolkit - Social and Emotional Learning EEF Teaching and Learning Toolkit - Behaviour Interventions EEF Guidance Report - Effective Professional Development</p>	<p>2.SEND Provision</p> <p>3.Early Years</p> <p>4.Curriculum Attainment</p> <p>5.Wider Opportunities</p>
Behaviour, SEND support Lego Based Therapy Zones of Regulation Chimp management Art therapy Attachment support	<p>EEF Teaching and Learning Toolkit (Reducing class size): Reducing class sizes to a level where significant benefit is likely. The EEF Teaching and Learning toolkit (Social and Emotional Learning): Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and relationships within school. We have a number of children where emotional needs are a barrier to their academic needs. Being able to provide identified children with a 1:1 session or a social group session will hopefully have an impact on how they engage with the rest of their school week. Children who are involved with this type of intervention will be closely monitored to ensure that the sessions that they engage with are having a positive impact on</p>	<p>1.Attendance and Punctuality</p> <p>2.SEND Provision</p> <p>3.Early Years</p> <p>4.Curriculum Attainment</p> <p>5.Wider Opportunities</p>

	<p>their general well-being. A significant proportion of children who are accessing these sessions are pupil premium.</p>	
<p>Attendance officer on school site to engage with and support PP children and families to raise attendance and valuing the importance of education. The development of a comprehensive attendance strategy which includes clear policies and procedures collaborating with staff to target support.</p>	<p>Careful and strategic approaches to improving attendance have a strong evidence base indicating positive impacts on pupil outcomes. Attendance strategies are most effective when schools foster a sense of belonging, implement targeted interventions for pupils with specific barriers, and engage families through clear and empathetic communication.</p> <p>Improving Attendance EEF Guidance Report Education Endowment Foundation (EEF)</p>	<p>1.Attendance and Punctuality</p> <p>4.Curriculum Attainment</p>
<p>Attendance awards for children that are awarded half termly for high attendance.</p>	<p>Research has demonstrated that monitoring and evaluating attendance efforts ensure sustained and meaningful improvements.</p> <p>Improving Attendance EEF Guidance Report Education Endowment Foundation (EEF)</p>	<p>1.Attendance and Punctuality</p> <p>4.Curriculum Attainment</p>
<p>Trips and Residential subsidised places</p>	<p>Subsidising school trips can improve academic outcomes, particularly for disadvantaged pupils. Cultural and arts-based trips can lead to an average of three months' additional academic progress. Subsidies ensure equitable access, enabling all pupils to benefit from these enriching experiences.</p> <p>Subsidised Trips EEF Evidence Education Endowment Foundation (EEF)</p>	<p>1.Attendance and Punctuality</p> <p>4.Curriculum Attainment</p> <p>5.Wider Opportunities</p>
<p>ACE Coaching for lunchtime and after school club provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	<p>1.Attendance and Punctuality</p>

	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Physical activity interventions can lead to an average of one additional month's academic progress while improving pupils' health and well-being. Participation in sports can improve attendance and engagement, benefiting disadvantaged pupils holistically.</p> <p>Physical Activity EEF Teaching and Learning Toolkit Education Endowment Foundation (EEF)</p>	<p>4. Curriculum Attainment</p> <p>5. Wider Opportunities</p>
<p>Provision of Enrichment clubs on a Friday afternoon in addition to staff lead clubs.</p>	<p>Arts participation can lead to an average of three months' additional academic progress, according to the Education Endowment Foundation (EEF). It also fosters positive learning attitudes and well-being.</p> <p>Arts Participation EEF Teaching and Learning Toolkit Education Endowment Foundation (EEF)</p>	<p>1. Attendance and Punctuality</p> <p>5. Wider Opportunities</p>
<p>Access to fruit and toast throughout morning.</p>	<p>Free school breakfast provision improves attendance, concentration and overall pupil attainment. The Magic Breakfast project demonstrated significant benefits, particularly for disadvantaged pupils, by ensuring access to a healthy breakfast before school.</p> <p>Free School Breakfast EEF Evidence Review Education Endowment Foundation (EEF)</p>	<p>1. Attendance and Punctuality</p> <p>4. Curriculum Attainment</p>
<p>Strengthening school-family partnerships through conducting home visits, tailoring communication utilising bilingual communication, supporting home</p>	<p>Effective parental engagement improves pupil outcomes. Refining engagement strategies, supporting home learning, tailoring communication and providing sustained support for families in need is proven to strengthen school-family partnerships which is</p>	<p>1. Attendance and Punctuality</p> <p>4. Curriculum Attainment</p> <p>5. Wider Opportunities</p>

<p>learning, hosting parent workshops supporting literacy, numeracy and social-emotional development.</p>	<p>essential for enhancing academic success.</p> <p>Parental Engagement EEF Guidance Report Education Endowment Foundation (EEF)</p>	
<p>Free access to music sessions</p>	<p>EEF Life Skills and Enrichment believe that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Pupil premium children are less likely to take part in any extra-curricular activities outside of school e.g. dance, swimming and football. Therefore, extra-curricular activities are provided for pupil premium children during the school day.</p>	<p>1.Attendance and Punctuality</p> <p>5.Wider Opportunities</p>
<p>Before and After School Provision – Xtra Parkers</p>	<p>Research highlights that subsidised places for extracurricular provision can positively impact pupil behaviour by promoting engagement, a sense of belonging and improved relationships. These opportunities are particularly beneficial for disadvantaged pupils, supporting their emotional and social development while reducing behavioural issues.</p> <p>Improving Behaviour in Schools EEF Guidance Report June 2019</p>	<p>1.Attendance and Punctuality</p> <p>5.Wider Opportunities</p>

Total budgeted cost: £469,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

Children in receipt of Pupil Premium (PP) funding, without additional Special Educational Needs and Disabilities (SEND), demonstrated strong progress across key areas:

Early Years Foundation Stage (EYFS) - Reception GLD

- PP children in the school outperformed their national peers. 56% of PP children achieved a Good Level of Development (GLD), which is 4% above national PP (52%).

EYFS - Literacy

- PP: 56% achieved the expected level, 2% above national PP (54%).

EYFS - Maths

- PP: 62% achieved the expected level, only 1% below national PP (63%).

Phonics Screening (Year 1)

- Performance among PP children was nearly on par with national PP. 67% met the expected standard, below national PP (68%) by 1%.

Year 2 (KS1) Phonics

- PP children performed exceptionally well compared to national PP and even exceeded the in-school all-cohort performance. 70% achieved Age-Related Expectations (ARE), 21% above national PP (49%). 67% of children achieved ARE, indicating that PP children outperformed the all-cohort by 3%.

Year 6 (KS2)

Reading

- PP children closely matched the school average and significantly outperformed national PP. PP: 71% achieved ARE, 16% above national PP (55%). All: 73% achieved ARE, with a small gap of 2% between All and PP. The gap between PP vs Non PP was 6% (significantly smaller than the national gap of 18%).

Writing

- PP children exceeded national PP but performed slightly below the all-cohort average. PP: 65% achieved ARE, 6% above national PP (59%).

Maths

- Performance among PP children was stronger than national PP but slightly behind the school-wide average. PP: 63% achieved ARE, 3 percentage points above national PP (60%). 72% of non PP achieved ARE, resulting in a 9% gap between PP significantly lower than the national gap of 18%.

Reading, Writing, and Maths Combined (RWM)

- Combined performance was slightly above national PPPP : 47% achieved ARE, 1% above national PP (46%) 67% non PP achieved ARE , with a 21% gap compared to PP children (national gap is 22%)

Overall Strengths :

- PP children consistently outperform national PP averages in Reading (KS1 and KS2), Writing (KS2) and GLD.
- GLD and Phonics : The gaps between PP and Non-PP (23% and 22%) are closer to national levels , demonstrating strong intervention effectiveness.
- In Year 2 Reading, PP children outperformed both national PP and the all-cohort average.
- Y6 Reading: PP gaps are narrowing faster than national averages, indicating effective strategies in place.

Targeted academic support

The data shows that the school is making meaningful progress in closing attainment gaps for disadvantaged pupils, particularly in reading, writing and maths. The success is largely due to effective implementation of strategies such as targeted interventions, small-group and 1-to-1 tuition, and phonics support.

Phonics Screening (Year 1)

- The school has succeeded in aligning PP performance in phonics with the national average, reflecting positive outcomes from its phonics programs. 67% of PP children achieved the expected standard in phonics, which matches the national PP average (67%). This demonstrates that the school's phonics interventions for PP children are effective in bringing them in line with national expectations.

Year 2 (KS1) Reading

- Data indicates strong progress and effectiveness of reading-focused strategies, such as 1-to-1 and small-group reading interventions, for PP pupils in KS1. It shows that these interventions have successfully closed and even reversed the attainment gap in reading. 70% of PP children achieved Age-Related Expectations (ARE), which is significantly above the national PP average (49%). PP children also outperformed the school-wide cohort (67%) in reading, showing that targeted reading interventions are highly effective for this group.

Year 6 (KS2) Reading

- The data reflects success in embedding reading interventions, including targeted strategies, to ensure PP children are performing closer to their non-PP peers. 71% of PP children achieved ARE in reading, which is 16% above the national PP average (55%) and only 2 points below the all-pupil cohort (73%). This demonstrates a narrowing of the gap between PP pupils and their peers in reading by the end of KS2, reflecting consistent progress over time.

Year 6 (KS2) Writing

- Writing outcomes show that small group and targeted strategies have been successful, as the school has significantly reduced the gap compared to national averages and is close to parity within the cohort. 65% of PP children achieved ARE in writing, which is 6% above the national PP average (59%). The gap between PP children and the school-wide cohort (72%) is relatively small (7%), indicating good progress.

Year 6 (KS2) Maths

- Maths interventions, including small-group support and targeted interventions, and the introduction of Power Maths are helping disadvantaged pupils achieve results above national PP averages. 63% of PP children achieved ARE in maths, which is 3% above the national PP average (60%) and only 4% below the all-pupil cohort (67%). This reflects strong progress in supporting PP children in numeracy.

Combined Reading, Writing, and Maths (RWM)

- The school has succeeded in ensuring that PP pupils meet or exceed national expectations in RWM combined, which reflects effective overall support. 47% of PP children achieved ARE in RWM combined, which is above the national PP average (46%).

EYFS (Reception) GLD

- The school's EYFS interventions are showing positive results, with PP children exceeding national averages and making progress from their starting points. 56% of PP children achieved a Good Level of Development (GLD), which is above the national PP average (52%). Although there is a 14% gap compared to the school-wide cohort (70%), this still represents a strong outcome, given national trends.

Wider Opportunities

The school's holistic approach—addressing academic, social and emotional needs—has led to significant progress for PP children across multiple areas.

Sensory programs (such as the introduction of Cool Kids) has helped children regulate and engage successfully in the school environment, particularly in Roots and Shoots.

Improved engagement through pastoral care supports emotional well-being, has contributed to positive outcomes in areas like RWM Combined (47%), where PP pupils matched or exceeded national PP averages.

Attendance:

While overall attendance for the 2023/24 year is still below the national average of 95.3%, the school has made considerable progress toward reducing absenteeism and improving attendance across all groups. The data reflects a positive trend in attendance management and engagement for the 2023/24 academic year compared to the previous year.

- Overall attendance increased from 91.9% in 2022/23 to 93.6% in 2023/24. Attendance for all subgroups shows improvement, with EAL students demonstrating the most notable gain (from 92.5% to 94.7%).
- Male attendance improved from 91.7% to 93.4%.
- Female attendance saw an increase from 92.1% to 93.7%.

Key Groups:

- Attendance of Pupil Premium (PP) rose from 90.5% to 92.3% , marking a significant improvement.
- Free School Meals (FSM) attendance increased from 90.6% to 92.2%.
- Attendance of children with Special Educational Needs (SEN) improved from 89.8% to 91.0%.
- Attendance of pupils with English as an Additional Language (EAL) improved substantially, from 92.5% to 94.7%.

Persistent Absentees (PA):

- The percentage of PAs decreased significantly from 28.2% in 2022/23 to 20.1% in 2023/24 demonstrating better attendance management.
- Severely absent pupils dropped from 0.7% (5 pupils) to 0.2% (1 pupil).

Behaviour:

Events for PP increased by 503 events , whereas Non-PP saw a sharper increase of 2007 events.

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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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