

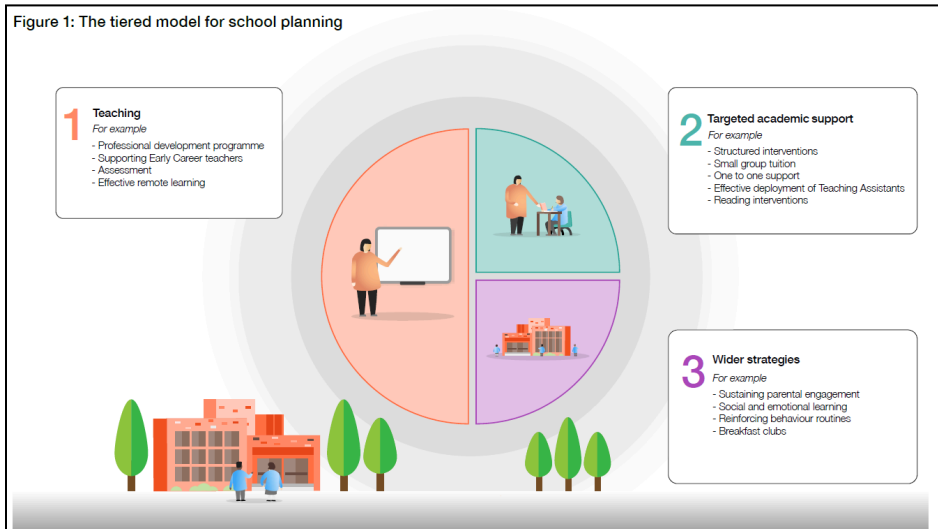
<b>PPG IMPACT STATEMENT</b>
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Detail	Data
School name	Manor Park First School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	15.9% however, many are just above the PPG income line
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023 - 2025
Date this 3 YEAR STRATEGY was published	November 2023
Date on which it will be reviewed	July 2024 (internal review every term)
Statement authorised by	Tamara Sterck
Pupil premium lead	Miss Emma Heightley
Governor / Trustee lead	Anna Jackson

**PPG Fund 2023/ 2024**

Detail	Amount
PPG allocation	£ 83,100.00
PLAC	£9,640.00
Pupil premium – Service Pupils (£310 per pupil)	£ 1,600.00
<b>Total PP for this academic year</b>	£ 94,340.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

**Tier 1 Teaching:** Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

**Tier 2 Targeted Academic Support:** Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

**Tier 3 Wider Strategies:** Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

## Tier 1 and 2

Budgeted cost: 30'000

Actual cost:


Attendance Leader: 8,936.00



Curriculum Leaders (AHT x2): 27,673.50


Middle Leaders: 7,626.60



PPG Leader: 3,163.88


Total: **47'399.48**

LINKED TO 3 YEAR STRATEGIC OUTCOME:		Raise standards at the end of Year 4 to at least the same attainment levels as non-PP pupils (as part of QFT strategies promoted in the school)			
ACADEMIC YEAR 2023/2024 OBJECTIVE:		<b>OBJECTIVE 1: To ensure all children are making good progress across the curriculum. (as evident in books and raising SS scores) - links to SDP</b>			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	Intended IMPACT
Staffing Release Time	Curriculum Leaders (@£48.55)  Middle Leaders (hourly rate £40.14)  PPG Leader  hourly rate (£41.63)	Curriculum Leaders (2AHT)  Middle Leaders  PPG Leader	-CPD on small step progressive planning  -team planning with teachers (weekly as long as needed)  -team teaching as required (weekly as long as needed)	Lessons in Maths and English are well planned and sequenced. (small step planning)  Children making expected or accelerated progress.	-Outcomes in English and Maths improve throughout the year as evident in books and SS Scores.  RAG:   <u>July 2024 Evaluation:</u> lessons are well sequenced and progressive as a result children's outcomes are improving rapidly as evident in the SS scores for Reading in Year 3 and 4, learning walks and pupil voice. A well planned coaching program is in place and will continue to ensure that strategies are becoming embedded and practices sustained so that


					outcomes can be further accelerated.
Staffing Release Time	Curriculum Leader (2 AHT) PPG Leader	Curriculum Leader PPG LEADER	CPD Feedback: term 3 x 4 session 1:1 team teaching / observations Team observations	Verbal and written feedback is clearly focused on the learning intentions as evident in books and learning walks.	-Children are making good progress as evident in books, SS Scores, pupil voice and learning walks. RAG:  <u>July 2024 Evaluation:</u> Teachers' understanding of feedback is improving which is resulting in more finely tailored and sequenced lessons, however, further CPD on the effectiveness of feedback and impact in Autumn 2024 will ensure that adaptations are finely tailored.
Staffing Release Time	Curriculum Leader (2AHT)	Curriculum Leader PPG LEADER	CPD Feedback: term 2 x 4 session 1:1 team teaching / observations RQT Team observation/lesson study	Questioning is effective and children are challenged to deepen their understanding.	-Children are developing deep thinking skills. -Children are engaged and tackle challenges with confidence. -Children are making good progress across the curriculum as evident in books and SS Scores RAG:  <u>July 2024 Evaluation:</u> CPD and coaching has focused on effective questioning

					throughout the 2023-2024 academic year. The impact can clearly been during learning walks for example: in Year one phonics and across the school engagement has significantly improved as evident through learnings walks, visitor reports (maths, phonics) Where questioning is not yet as effective the teachers are supported through team teaching and lesson planning which will continue this year.
Staffing Release Time	Curriculum Leader (2AHT)	Curriculum Leaders PPG LEADER SENCO	- SENCO: modelling and monitoring, evaluating post teaching with the class teacher.	Post-teaching and 1:1 interventions are carefully tailored to close gaps and happen consistently.	<p>PPG children's progress is evident in books and through pupil voice and is in line with non – PPG children</p> <p>RAG:</p>  <p><u>July 2024 Evaluation</u>- PPG progress is improving and in some subjects now in line or even above non-PPG. For example, phonics. Further focus will need to be given on the foundation subjects to ensure that progress is also in line. Teachers are being supported through team teaching and coaching.</p>

Staffing Release Time	Curriculum Leader (2AHT)	Curriculum Leader PPG LEADER	<ul style="list-style-type: none"> <li>-Baseline assessment (January)</li> <li>-Preparation of intervention packs for tutors</li> <li>-tutors attend training 11 hours</li> <li>-liaise with parents etc.</li> </ul>	1:1 tutoring to support PPG children in all year groups who are not on track or just on track for age expected standard. - use funding and work out how much we spend.	<p>PPG children's progress is evident in books and through pupil voice and is in line with non – PPG children</p> <p>Gaps are being closed</p> <p>RAG:</p>  <p><u>July 2024 Evaluation</u>- Not actioned this year</p>
Staffing Release Time	Curriculum Leaders Subject Leaders	Curriculum Leaders PPG LEADER Subject leaders	<ul style="list-style-type: none"> <li>-Medium term plans reviewed and progressively building on previous knowledge.</li> <li>-Subject leaders monitor and evaluate planning.</li> <li>-Subject leaders offer planning support as needed</li> <li>-CPD session- ahead of the block teaching</li> <li>-Subject Leaders set up a clear assessment system</li> <li>-identifying next steps on their subject Leader report</li> </ul>	<p>The wider curriculum is coherently planned and sequenced</p> <p>The teaching is in the wider curriculum engaging and well-pitched.</p> <p>(Focus term 4, 5, 6)</p>	<p>All children know more and remember more in foundation subjects.</p> <p>RAG:</p>  <p><u>July 2024 Evaluation</u></p> <p>A subject leadership program is in place to enhance all subject leaders understanding how to lead, monitor and evaluate their subject. Depending on their individual needs the support is tailored. As a result, children know more and remember more in all subject as evident in pupil voice, floorbooks and quizzes. This program will continue to ensure all subject leaders are able to independently champion their subject.</p>
LINKED TO 3 YEAR STRATEGIC OUTCOME:			Raise standards in Phonics and Early Reading to at least the same attainment levels as non –PP pupils		
ACADEMIC <b>YEAR 2023/2024</b> OBJECTIVE:			<b>OBJECTIVE 2: To teach phonics with fidelity. (Pip and Pap Phonics)</b>		

			EEF research - The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.		
AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
% of phonics Program (newly purchased)		Phonics Leader English Leader  oversight Curriculum Leaders)	<ul style="list-style-type: none"> <li>-To buy a quality assured SSP program and resources</li> <li>-To launch the new SSP program as a whole school approach</li> <li>-To provide regular weekly CPD for the whole school through:               <ul style="list-style-type: none"> <li>-development meetings/coaching sessions</li> </ul> </li> <li>-To carefully monitor and evaluate the impact of the new SSP program</li> <li>-To assess children half termly to develop further strategies</li> <li>-To provide small group keep up sessions daily.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher to teach with fidelity to an SSP programme</li> <li>-Children to make a strong start to reception</li> </ul>	-Phonics attainment raised for all children(90% and above)  RAG:    <u>July 2024 Evaluation</u> - Phonics attainment is at 93% this year for Year 1 children . (100% of disadvantaged children passed their phonics screening check in Year 1).  July 2024 - Phonics attainment is at 92% this year for Year 2 children who had to retake their phonics screening check.

LINKED TO 3 YEAR STRATEGIC OUTCOME:	To raise the language and vocabulary development of all Pupils – PPG and Non PPG to be in line.  (Oracy Development)
ACADEMIC YEAR <b>2023/2024</b> OBJECTIVE:	<b>OBJECTIVE 3: To develop listening and speaking skills throughout the school.</b>  EEF research - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.

AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
		Oracy Leader PPG Leader	<ul style="list-style-type: none"> <li>• CPD – Oracy Launch Introduction of Sentence stems</li> </ul>	-Teachers raising awareness of how to teach oracy skills. -	-children are listening and speaking skills improves -children are able to articulate themselves clearly.  RAG:  July 2024 Evaluation - This was not a focus for this academic year. Work on oracy to be developed during the following academic year.

## **TIER 3**

### Budget Cost:

Elsa: 52000

Other cost: 12'000

### Actual cost:

Elsa, Family support: 48,922

School Uniform: £1000


Hook Court: £ 1,677.50


Cool Milk etc: £922.42

Other trips: £ 231.00


**Total cost: 52,752.95**

LINKED TO 3 YEAR STRATEGIC OUTCOME:		To meet the SEMH needs of all children consistently.			
ACADEMIC YEAR <b>2023/2024</b> OBJECTIVE:		<b>OBJECTIVE 4: To provide effective support for children with SEMH needs.</b> <b>EEF research - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</b> <i>This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of Social and Emotional approaches in their settings.</i>			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Elsa support  Outdoor Learning for Year 3 and 4  Soft start development (The Burrow)	Councillor until the 24th of November  ELSA team in place from November  Soft start practitioner	CBM  PPG Leader SENCO/Inclusion ELSA practitioner Parental Support Worker	<ul style="list-style-type: none"> <li>- Councillor until ELSA staff are in place.</li> <li>- Training for the ELSA Team Practitioners.</li> <li>- Regular teaching of Health and Well-being sessions / PSHE</li> <li>- Devise a 3 year implementation plan</li> <li>- CPD for staff on social and emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers are better able to identify SEMH needs (PPG Barrier to learning)</li> <li>-Targeted support for children over time and in crisis situations</li> <li>- Health and Well-being sessions equip children with tools and strategies to deal with SEMH issues better. (Prevention)</li> <li>-Soft start provides children with the calmer environment</li> </ul>	<ul style="list-style-type: none"> <li>- Children are starting to discuss their feelings as evident through "soft data"</li> <li>- Children are able to identify triggers and know strategies to support them.</li> </ul>

<p>Parental Support Worker</p> <p>Music Therapy/Forest School</p>	<p>Parental Support Worker</p> <p><u>Extra provision for PPG children to</u></p> <p>Forest School</p> <p>Music Therapy:</p>		<ul style="list-style-type: none"> <li>- CPD on the delivery of the Jigsaw sessions</li> <li>- Timetable ELSA session for vulnerable children</li> <li>- Parentals support worker to oversee and support the most vulnerable families</li> <li>- Soft Starts for children with SEMH needs / parental issues</li> </ul>	<p>needed to have a better playtime.</p> <ul style="list-style-type: none"> <li>- Children are able to self regulate their emotions</li> <li>- Attitudes to learning and attendance improve</li> <li>-Parents are supported and feel that they have a point of contact to address issues in their family.</li> </ul>	<ul style="list-style-type: none"> <li>- Behaviour across the school is purposeful as evident in learning environment.</li> <li>- Reduced anxiety levels by children so they are able to attend classes for longer.</li> <li>- Children feel well supported as evident through pupil voice</li> <li>- Attendance and punctuality rapidly improves</li> <li>- Prevention rather than escalation of SEMH related issues.</li> <li>- Parents feel supported and receive appropriate help</li> </ul> <p>RAG:</p>  <p><u>July 2024 Evaluation</u> - Behaviour across the school has significantly improved and is embedded within our mission as evident through learning walks, pupil voice, staff</p>
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					<p>questionnaire, parent questionnaire.</p> <p>Pastoral support is in place and has had a significant impact however, as it is the first year, we need to continue to evaluate and enhance our practices so that the link between the ELSA and the classroom is strengthened.</p>
<p>Forces children: 1:1 or group support</p> <p>Parental engagement and support</p>	£ 200.00	PPG Leader Senco / Inclusion	<ul style="list-style-type: none"> <li>- Buy "Little Troopers" for Forces Children.</li> <li>- Regular Coffee morning for Forces children parents/ along with PPG Parents</li> <li>-</li> </ul>	-Provide Forces children with more targeted support to reduce anxiety.	<ul style="list-style-type: none"> <li>- Forces children are being supported emotionally through targeted support.</li> <li>- Parents are better equipped to support children at home.</li> </ul> <p>RAG:</p>  <p>July 2024 Evaluation:</p> <p>During the academic year 2023-2024, there were two children in Year 4 who were Forces children. Academically, the two children were in line with their peers (although one was slightly below in writing). The Family Support worker supported one family, however the other family didn't require this.</p>

					Little Troopers has not yet been purchased.
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LINKED TO 3 YEAR STRATEGIC OUTCOME:		Attendance for all pupils to be above 96%. To increase punctuality for all pupils.			
ACADEMIC YEAR 2023/2024 OBJECTIVE:		<b>OBJECTIVE 5: Attendance to be in line with National for all pupils.</b> <b>Research evidence - Gov.uk - Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. (May 2023)</b>			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing		Attendance Leader  Parental Support Worker	-evaluate current practice and develop further strategies (October 2023) -CPD Teachers as leader of attendance (Term 3 and 4) -Meet the Head meetings (Coffee mornings) -Coffee mornings/ events for PPG parents - Parents of a PPG child are prioritise for appointments with the Class teacher	-clear attendance strategy to ensure attendance issues are being picked up swiftly. (Proactive) -Teachers are responsible for initial contact about attendance -Parents are able to discuss issues - Improved parental engagement -Children understand the importance of attendance  -an engaging curriculum so that children WANT to come to school	-attendance increases for all pupils.  -parent/school relationships is improving RAG:   <u>July 2024 Evaluation-</u> There has been a huge drive to raise attendance at Manor Park First School. Each half term, letters are sent out to all parents to inform them of their child's attendance. Where a child's attendance is lower than 95%, class teachers have informal chats with parents to find out if there is anything that the school can assist with to support them in getting

					<p>children into school every day. If there is no improvement, SLT have meetings with parents.</p> <p>The profile and awareness of attendance has been raised in school with the children. Attendance Ted is awarded to the highest attending classes each week. Children understand what attendance means and why it is important.</p> <p>Despite actions being taken to improve attendance, the attendance of children attending Manor Park First School is still not in line with National. Attendance for the academic year 2023-2024 = 93.5%</p>
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ACADEMIC YEAR 2023/2024 OBJECTIVE:		<b>OBJECTIVE 6: For PPG children to have the same opportunities as non-PPG children</b>						
		<b>PPG children actively participate in extracurricular clubs and activities</b>						
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT			
Trips Clubs Essentials	Trip money:  Essentials for PPG children: (shoes, coats etc.)	CBM PPG Leader  Parental Support Worker	-Discount on trips -Subsidised school uniform -other Clubs at discounts. - Lifeguard and water safety assembly	-give wider opportunities for all children	-attainment across the curriculum raises. -Children feel a sense of equality  RAG: <table border="1" data-bbox="1230 1094 1511 1146"> <tr> <td></td> <td></td> <td></td> </tr> </table> <u>July 2024 Evaluation-</u> Throughout the year, the number of Clubs offered by the school has increased. PP children were invited to			

					join an exclusive School Newspaper club. This raised attendance for PP uptake in clubs. The newspaper club was very successful in publishing two issues of The Super Star. Further action is needed to provide a greater variety of clubs.
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# Review of the academic year 2023/ 2024

## Outcomes for disadvantaged pupils

**OBJECTIVE 1: To ensure all children are making good progress across the curriculum. (as evident in books and raising SS scores) - links to SDP**

Using key stage 1 performance statistics, phonics test results, and our own internal evaluations, we have examined the academic achievement of our school's disadvantaged students throughout the 2023/24 academic year. We compared our findings to those for disadvantaged and non-disadvantaged students at a national level to assist us in assessing the performance of our underprivileged students.

The table below shows the attainment gap of children across the school in Years 1 - 4 for Reading, Writing and Maths at the end of the academic year 2023/2024. There is a significant attainment gap between disadvantaged and non-disadvantaged children in all areas, but most significantly in Reading, nevertheless the attainment gap is starting to close when looking at the internal data from Autumn 2.

### Attainment gaps between disadvantaged and non-disadvantaged across the school

Years 1-4 combined attainment	% of pupils reaching the expected standard in Reading	% of pupils reaching the expected standard in Writing	% of pupils reaching the expected standard in Maths
Attainment gap	22%	14%	19%

Attainment Overview for Pupils (from 2023-2024) in Years 1-4 - 2023-2024 Summer

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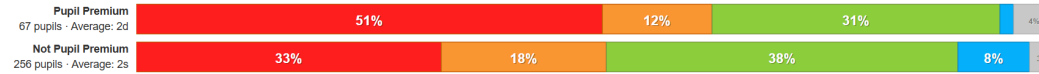
#### Reading - TEST Standardised Score

Legend Well below Just below Expected Above No data



#### Writing - Main Assessment

Legend Well below Just below Expected Above No data



#### Maths - TEST Standardised Score

Legend Well below Just below Expected Above No data



The school **now** has a reliable and informative tracking system for pupil outcomes. Senior leaders review the progress of pupils on a termly basis by scrutinising the new Target Cards, moderating against work in books, and carrying out termly data analysis using the new Standardised Tests system.

Formative assessment is at the core of our curriculum and teachers are using this to finely tailor their lessons to the needs of the children. New standardised tests have provided another reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction. These tests have been used along with book monitoring and verbal assessments to triangulate next steps and gaps in learning. Judging assessments across year groups and the whole school is regular. As a school, we have set the aspirational threshold for 'achieving ARE' as achieving a Standardised Score (SS) of 100. This is so that we are confident that these children will comfortably achieve ARE in their Year 6 SATs. Those scoring below an SS of 100 are focus children and are supported and stretched to ensure they can work towards achieving this.

The newly implemented curriculum provides a broad, knowledge rich, inspiring and challenging curriculum for all our pupils which is underpinned by our experiences and acts of the faith so that they are being equipped with the skills, qualities, resilience and attributes to give them choices, a sense of ambition and guide them to be able to make positive contributions as global citizens.

Whilst we ensure that there is a broad and rich curriculum, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment. Our newly implemented phonics program, Pip and Pap, sets high expectations for all children and through finely tailored catch-up sessions ensures that everyone will master reading as is evident in the phonics data, through learning walks and external visits from the English Hub and Pip and Pap.

Children are beginning to know more and remember more, evidenced in the weekly Friday Quiz Time. Children use their class floorbooks to articulate previous learning in the foundation subjects as evident during the variety of pupil voice exercises.

**OBJECTIVE 2: To teach phonics with fidelity. (Pip and Pap Phonics)**

The data to compare disadvantaged outcomes of the Phonics Screening Check show that the attainment gap between disadvantaged and non-disadvantaged children diminished, and that all pupils in school are attaining better than the national levels. The gap between Pupil Premium and Non-Pupil Premium is better than National, with disadvantaged children out performing non-disadvantaged children .

<b>Year 1 Outcomes</b>	<b>% of pupils passing the Phonics Screening Check (School)</b>	<b>% of pupils passing the Phonics Screening Check (National/ Dorset)</b>
<b>All (60)</b>	93%	<b>National: 80.3%</b> Dorset: 81.4%
<b>non-disadvantaged (48)</b>	92%	Dorset: 84.3%
<b>Disadvantaged (12)</b>	100%	Dorset: 61.7%

Attainment Gap

8% (PP outperforming)

Year 2 Outcomes	% of pupils passing the Phonics Screening Check (school)
All (88)	92% (National = 91%)
non-disadvantaged (66)	92%
Disadvantaged (26)	85%
Attainment Gap	7%

Attainment Overview for Pupils (from 2023-2024) in Year 1 - 2023-2024 Summer

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### Reading - Phonics Score

Legend Well below Just below Expected Above No data



We believe the success of this to be due to the new whole school approach to teaching Phonics, following the Pip and Pap Phonics scheme and daily formative assessments which ensure that lessons are pitched accurately and daily interventions which ensure that children do keep up rather than catch up.

#### OBJECTIVE 3: To develop listening and speaking skills throughout the school.

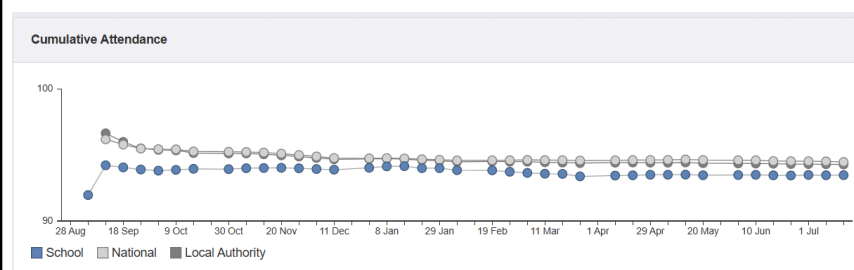
This will become a key focus during the next academic year (2024-2025), commencing in the Autumn Term. Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (Education Endowment Foundation). With the increase of our SEND provision and intake of children with EAL, it is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Therefore, this objective will be a priority in the next academic year. However, finley tailored interventions such as speech and language and Welcome were used throughout the year and had, as evident in learning walks, pupil voice and books a significant impact.

#### OBJECTIVE 4: To provide effective support for children with SEMH needs.

There is a very calm and purposeful atmosphere in the school underpinned by our mission. Exclusions are rare; overall behaviour has improved dramatically, children are understanding the expectations well and feel safe. Bullying is rare and dealt with immediately. Parents, due to their previous experiences at the school, require a lot of nurturing and education to ensure words such as bullying are not misused. Adults are calm when dealing with dis-regulated children and have built good relationships. Expectations are clear and modelled by all adults in the school through their interactions with pupils and adults alike. Pastoral care is now more linked with the classroom practices and therefore children with emotional and social issues holistically supported. The class teachers work closely with the SENCO, ELSA team, attendance officer and parent support worker to ensure that the children receive the best education they can. The recent parent survey has shown that 94.1% feel that their child is happy in school.

#### **OBJECTIVE 5: Attendance to be in line with National for all pupils.**

Overall attendance for the academic year of 2023/2024 was 93.5%. This is 1% below the National average, which was 94.5%.



#### Attendance summary

(Information below is from Report period Sept 2023 - May 2024)

#### General:

Summer one saw a stabilisation of the attendance data with the average of 93.2%, which is still below the national average but has improved since Spring 2, where we had significant absences due to illness and unauthorised holidays.

#### Action taken so far:

- Attendance letter for all. All parents receive an attendance slip each half term.
- Stage 1 and 2 letters sent to parents
- Meetings with parents held - there are significant improvements for some children.
- Attendance bear for classes
- Teachers see themselves as being responsible for attendance - chase pupils
- Attendance officers works with parent officers - daily calls etc. - walking bus
- Senco tracks attendance for SEND pupils
- LA informed to help with children who are persistently absent without improvements

**Next steps:**

- September 2024 : Email attendance letter and policy on the first day of term to all parents
- 100% attendance stickers for all children who have been in school every day that week (and on time)
- Attendance ambassadors to help promote the importance of attendance
- EYFS meetings stress the importance of attendance from the start.
- continue to be in touch with LA for potential issues coming up

**OBJECTIVE 6: For PPG children to have the same opportunities as non-PPG children**

**PPG children actively participate in extracurricular clubs and activities**

Below is a table showing how many Pupil Premium children attended clubs throughout the year. Throughout the year, 52 different PP children attended a club (some attended more than 1 club). The rise in numbers of PP children attending a club in the Summer Term was due to the 'PP invite only' Newspaper club.

PP Club Attendance		
	Totals PP/ total no. children attended	
Autumn Term	22/227	(14 different PP children attended a club, some attended more than 1)
Spring Term	6/132	(3 different PP children attended a club, some attended more than 1)
Summer Term	49/210	(35 different PP children attended a club, some attended more than 1)

In the next academic year, further strategies need to be in place to ensure that PPG take the opportunity to enrich their lives through clubs, days out and adventure programmes such as sailing.

**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
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My Concern	
White Rose Maths	
Test Base	
Mathseeds	
Mathletics	
Pip and Pap Phonics	
Literacy Shed	
Classroom Secrets	
Grammarsaurus	
Rising Stars Assessment	
Jigsaw	