



Pupil premium strategy statement – West Park CE Primary School

This statement details our school’s use of pupil premium (and recovery 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	820
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2022/ 2023/2024
Statement authorised by	Caitriona Bull
Pupil premium lead	Nina Craig
Governor / Trustee lead	Juliette Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year inc FSM ev6 and PP+	£114,495
Recovery premium funding allocation this academic year	£3,830
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£8,799.01
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>	£127.124.01

Part A: Pupil premium strategy plan

Statement of intent

West Park CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind and every child should achieve their potential.. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined to ensure that all of our pupils are given every opportunity to realise their potential and are ready for their next stage of learning.

Background

Pupil Premium funding is a government initiative that targets additional support for pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government has used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (CLA) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, consistently using strategies with evidence based impact on learning
- Concentrate our spending on achieving the highest possible standards in English and mathematics and reducing the gap between outcomes of disadvantaged learners and their peers. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Place the highest importance on the breadth of the curriculum; pupils must access the very broadest opportunities

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate pastoral support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

How we will measure the impact of the pupil premium:

- Tracking of progress and attainment of individual children and groups against learning objectives in lessons and interventions, half termly learning targets and National Curriculum expectations in line with school Assessment Policy.
- Setting of attainment and progress targets reviewed termly.
- Shadow analysis of current against historical data to identify trends and anomalies.
- Capturing 'Pupil Voice' as part of year group monitoring activities, giving a clear picture of the learning experience for children.
- Engagement with and completion of homework (5X weekly reading, spelling and time-tables practice)
- Attendance at extra-curricular activities.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have below National Average attainment at the end of KS2 in statutory assessments; disadvantaged learners attainment below that of peers.

	<p>Reading and writing progress insufficient; when there is a gap on entry at EYFS the gap remains to the end of KS2 and is reflected in EYFS, phonics and KS1 statutory assessments.</p> <p>For 2023-4 the impact of strategies on Reading evident at statutory assessment points and end of KS2 outcomes. Writing and Maths at KS2 are focus area for this year.</p>
2	Early language development is an issue for a small number of pupils.
3	A number of disadvantaged pupils have negative perceptions of themselves as learners. This increases the incidence of negative behaviours. Behaviour incidents recorded show 16% students tagged under 'behaviour' in 2020-21 were disadvantaged which is twice the proportion of disadvantaged children in school. Of the 16 children tagged 'immediate' indicating SLT involvement needed urgently, 6 were disadvantaged which is four times proportionately of the school population.
4	<p>Attendance: in 2020-21 disadvantaged pupils had an Overall Absence of 5.7%. This is 2.3% higher than the national Non-Disadvantaged cohort at 3.4%. 19.5% of disadvantaged pupils were persistently absent. This is 10.8% higher than the national Non-Disadvantaged cohort at 8.7%</p> <p>It should be noted that the number of disadvantaged pupils taking up offered places in lockdown 2020-22 did affect PA figures.</p> <p>2021-22 attendance for disadvantaged pupils was lower than 2021-22. Persistent absence increased markedly</p> <p>In autumn/ spring 2022-3 the Disadvantaged cohort of 79 enrolments had an Overall Absence of 11.5%.</p> <p>This is 6.3% higher than the national Non-Disadvantaged cohort at 5.2%. School's gap to Non-Disadvantaged pupils nationally has increased by 0.4% from +5.9% in 2021/22, to +6.3% in 2022/23.</p> <p>Disadvantaged cohort's Overall Absence has remained the same from 11.5% in 2021/22, to 11.5% in 2022/23. Severe persistent absence did decrease by 2.3%.</p>
5	Social isolation, and pockets of disadvantage within areas of relative affluence, are issues. Low mobility and coastal isolation are issues that may impact.
6	Some families find it more difficult to build positive relationships with school.
7	<p>Multiple disadvantage: in 2020-21 30.2% (29) of disadvantaged pupils have a SEN provision, 3.8% higher than the national of 26.4%, in 2021-22 31% (31) of disadvantaged pupils have a SEN provision, 4.6% higher than the national of 26.4%.</p> <p>2022-23 30% (25/83) of disadvantaged pupils have a SEN provision, 3% higher than the national average of 27%.</p> <p>2023-24</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
improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
improved reading attainment among disadvantaged pupils at KS2 2023-4 maintain and build on outcomes from 2022-3	KS2 reading outcomes improve and by 2023/4 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated. As cohort numbers vary across the school some groups are very small which has disproportionate impact on data. Disadvantaged pupils have made at least expected progress from their individual starting points.
improved writing attainment among disadvantaged pupils at KS2	KS2 writing outcomes improve and by 2023/4 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated. As cohort numbers vary across the school some groups are very small which has disproportionate impact on data. Disadvantaged pupils have made at least expected progress from their individual starting points.
improved maths attainment among disadvantaged pupils at KS2	KS2 maths outcomes improve and by 2023/4 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated. As cohort numbers vary across the school some groups are very small which has disproportionate impact on data. Disadvantaged pupils have made at least expected progress from their individual starting points.
to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ➤ qualitative data from pupil voice, pupil and parent surveys and teacher observations, Pastoral Lead monitoring and reports significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/5 demonstrated by: <ul style="list-style-type: none"> ➤ the overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being not more than 1.5%

	the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7% lower than their peers
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Following 2021-22 planned programme of teaching and support staff CPD- Rosenshine's Principles in Action- consistent application of principles across all curriculum areas and in every lesson Rosenshine's Principles in Action used to support and understand QFT,</p> <p>2023-4 the primary focus continues to be on Metacognition as a strategy- developing teacher understanding, how it links to the principles and then developing children's understanding- focus on adaption of tasks (scaffolding/ modelling/ questioning) building on meta cognitive strategies</p>	<p>Metacognition and self regulation: Very high impact for very low cost based on extensive evidence</p> <p>EEF guidance is based on a range of the best available evidence:</p> <p>EEF's guidance report on Metacognition and Self regulation</p> <p>EEF's guidance report on Special Educational Needs in Mainstream Schools</p> <p>Toolkit strand\ Education Endowment Foundation\ EEF</p>	1,2,3,7
<p>Oral language intervention: explicit 'book talk' activities planned class weekly library sessions: sharing books/ hearing readers, discussion vocabulary and comprehension, supporting AR quiz completion</p>	<p>The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	1,2,3
<p>Oral Language intervention: NELI screening followed by intervention for pupils identified with low speech and language on entry. It is delivered over 30 weeks by teaching assistants in groups of three to four children.</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p>	1,2,7 Specialist teacher costs budgeted
<p>Reading: Accelerated Reader Continued provision of p/t librarian to ensure reading resources are easily accessible. Librarian also talks to children about their reading choices and guides to quality text, promoting love of</p>	<p>Accelerated Reader is one of the most heavily researched reading programs in the world. It has earned high ratings and endorsements from multiple researchers and education organisations:</p> <ul style="list-style-type: none"> Accelerated Reader meets the Every Student Succeeds Act (ESSA) requirements for strong evidence 	1

<p>reading through displays and the wider environment.</p> <p>Support for new staff- English leads trained in using the programme</p> <p>Non-fiction reading stock reviewed so that the texts are up to date and labelled with ZPD codes</p>	<ul style="list-style-type: none"> • The Promising Practices Network gave Accelerated Reader a “proven program” rating • The National Dropout Prevention Center (NDPC) rates Accelerated Reader a “model program” with “strong evidence” • The Council of Administrators of Special Education (CASE) endorses Accelerated Reader <p>EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	
<p>Phonics: Ongoing access RWI portal to support staff knowledge and for online capture of assessments</p> <p>Fresh Start phonics rolled out across KS2 targeting children who did not meet threshold in Y2 phonics assessment/ children joining school with EAL/ no previous direct phonics teaching provision.</p> <p>Follow up training for Y2 ECT, new to school teaching and support staff through 1:1 or group CPD and MITA sessions</p> <p>Additional 1:1 support with staff on needs basis Resources: top up packs/ resources for PP LSAs</p>	<p>Read Write Inc. is the UK’s leading synthetic phonics programme with the most bespoke phonics professional development. Read Write Inc. is for children from Reception to Year 4, and children with SEND in older year groups.</p> <p>Lessons learned published following EEF project: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Professor Becky Francis, EEF chief executive, said “robust evidence suggests that high-quality, structured phonics teaching can boost young pupils’ literacy development, when they are implemented carefully and as part of a wider literacy offering.</p>	<p>1 50% RWI programme/ training £2940</p> <p>28 LSA+ 20 SEN staff additional training day £6,000</p>
<p>Recruitment: LSA’s funded from the Pupil Premium: 2.5fte staff across school</p>		<p>PP funded LSA salaries budgeted</p>
<p>Writing: The Write Stuff Model and team teaching by English subject leads to support staff new to the school who are not familiar with the approach to ensure consistency across the school. Monitoring of model in action built in to subject and HoY monitoring calendar. Evidence triangulated with children’s’ books and</p>	<p>The Write Stuff approach is research informed and practically applies evidence into effective best bets for improving writing outcomes, The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by</p>	<p>1.2.3</p>

planning. Feedback provided and actions taken as a result reviewed.	modelling the ideas, grammar or techniques of writing. This aligns with Rosenshine's Principles.	
Maths: ongoing monitoring/ feedback by maths leads with focus on adaptation identifying areas of strong provision and areas needing support Whole school CPD from Gareth Metcalf- I See Maths (focus on problem solving)	'NCETM-accredited training events, led by Gareth Metcalfe, give teachers the knowledge, skills and resources to deepen and personalise the mathematics curriculum. Training focuses on showing concepts visually, breaking learning down into small, purposefully sequenced steps and providing children with extended, challenging learning experiences.'	1,3
Curriculum: Developing further monitoring and effective feedback Subject leaders developing further our full curriculum to ensure learning is 'sticky' (spaced learning) and so remembered rather than encountered, has consistently high expectations of disadvantaged learners and the pupils can articulate their learning. Aligns with Metacognition Subject leader CPD provided by local authority lead (monitoring/ feedback/review cycle for curriculum development) Hosting locality subject leader network meetings to include secondary school colleagues	'Before providing feedback, teachers should provide high quality instruction' EEF report Teacher Feedback to improve pupil learning EEF's guidance report on Metacognition and Self regulation EEF's guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF	1,2,3,7 1.5 days per year for each subject leader-monitoring time within teaching day to ensure live learning is monitored and pupil voice captured as well as planning/ books monitored

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups provided by PP funded LSAs: Y1- 2 groups 4X weekly Y2 -1 group 3X weekly Y3- 1 group 3X weekly	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

<p>Y4-6 RWI Fresh Start for pupils who did not meet phonics threshold, new to UK school system/ EAL with no previous phonics teaching, 1:1 daily</p>		
<p>Oral Language intervention: EYFS: Boromi Provision of free Play Bags for families to borrow, take home and enjoy together, encouraging structured talk at home and providing resources, without cost, to families they would not otherwise have access to.</p>	<p>Boromi is an award-winning community of non-profit Play Libraries on a shared mission to empower every parent to support and nurture the early development of their child through powerful, purposeful play together at home, where it matters most. Impact report: https://static1.squarespace.com/static/5b01bd95d274cb14608731c4/t/624a84f109e90944fb4b4fd5/1649050877648/2019-21+Boromi+Impact+Report.pdf</p>	<p>1,2,6 cost of scheme budgeted</p>
<p>Pre teaching and misconception pick up sessions (delivered by LSA, targeting disadvantaged pupils on an evidence based needs basis reviewed termly)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups Pre teaching engenders confidence and ensures a firm foundation on which to build in lessons Teaching Assistant Interventions EEF Teaching and Learning Toolkit EEF SEN in Mainstream Schools</p>	<p>1,3,7</p>
<p>Additional LSA support in English/ Maths lessons targeting disadvantaged children who are not yet on track to meet age related expectations. Recapping teacher instruction, modelling and providing scaffolding that is reduced with growing confidence (following Rosenshines' Principles)</p>	<p>3.5X LSA funded for additional support timetabled based on evidence of need. Evidence of impact in children's books and outcomes of ongoing assessments. EEF's guidance report on Metacognition and Self-regulation EEF's guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1</p>
<p>School Led Tutoring: 15 hours 1:3 tutoring in reading or maths for children in Y3-6 over spring and summer terms assessed as 'aspiring to meet' age related expectations (from internal school</p>	<p>The school-led tutoring grant is to support disadvantaged pupils in catch-up learning and schools will select the pupils in need of support. This will focus on providing tuition to pupils eligible for pupil premium but</p>	<p>1 +£5617 National Tutoring fund allocation</p>

<p>data autumn term). They are accessing age related curriculum however need adaptation to achieve learning objectives.</p> <p>'Disadvantaged' categories: Pupil Premium, SEN, medical/ health needs, EAL, +other additional needs</p>	<p>also includes pupils with other types of disadvantage or additional needs.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,124.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of resources for outdoor classroom/ playroom</p> <p>Providing guided physical activity other than playground games for children</p> <p>Positive engagement with staff and older pupils as role models</p>	<p>EEF Improving behaviour in schools guidance</p> <p>“Many problems—or behaviours—that affect wellbeing do not require lengthy or complex interventions involving consultations, workshops, training, or support”³⁴</p> <p>Dennis Embry and Anthony Biglan, 2008</p>	<p>3,4,5</p>
<p>Attendance:</p> <p>Team (Inclusion Lead/ Pastoral Lead/ Attendance Officer) meeting</p> <p>Team using new MIS-</p> <p>Standard letters reviewed and updated.</p> <p>Communication with parents</p> <p>Attendance:</p> <p>Developing what and how information is shared with parents to improve attendance</p> <p>Inclusion LLead/ Pastoral Manager/ Attendance Officer continue to build</p>	<p>The British Psychological Society report: School attendance, exclusion and persistent absence</p> <p>Having a regular and consistent point of contact and support in school that is readily available and has high expectations for the children is crucial for both children and families.</p> <p>Sharing what the children are missing out on rather than just % attendance can help parents understand the importance of regular attendance.</p>	<p>4</p>

relationships with families of children with low attendance or inconsistent punctuality		
Mental Health First Aider- continue to offer the support for staff at all levels as needed in addition to termly wellbeing meetings.	<p>Anna Freud National Centre for Children and Families: We must do more to support school leaders, teachers and other school staff to ensure that their mental health and wellbeing is prioritised. If we don't recognise the importance of this we will fail not only staff, but the children and young people they support. (Ten steps towards school staff wellbeing, Dec 2018)</p> <p>The Department of Education has acknowledged the challenge many schools face in their Teacher Recruitment and Retention Strategy:</p> <p>We will help to create the wider conditions in which teachers can focus on teaching – working with head teachers to create a clear and supportive system that allows them to provide a positive school culture to attract, retain and nurture their staff. (DfE, Jan 2019)</p> <p>In March 2019, the <u>Health and Safety Executive</u> published <u>Tackling work-related stress using the Management Standards approach</u>. This puts a legal duty on employers to protect employees from stress at work by completing a stress risk assessment and acting upon it.</p>	<p>All</p> <p>Pastoral Manager salary budgeted for</p>
Funding to provide fit for purpose technology for EYFS team to use Tapestry online platform for ongoing observations/ assessments	<p>Research states that 'use of online learning journals had increased significantly and could now be recognised as good practice '(Callanan, et al., 2017).</p> <p>'...due to the tracking capabilities of these tools, it also supports the early identification of children that may not be making sufficient progress '(Callanan, et al., 2017).</p>	<p>1,2,3,7</p> <p>10X iPad</p> <p>£2439.40</p>
Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences Provide opportunities for all pupils to participate in enrichment activities including sport and music	<p>EEF Life Skills and Enrichment Toolkit:</p> <p>Arts Participation</p> <p>Physical Activity:</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>3,4,5,6</p> <p>£1500</p>
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all areas

Total budgeted cost: £ 123,774

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact 2022-3
improved oral language skills and vocabulary among disadvantaged pupils	<p>NELI programme assessed children in Autumn term, outcomes used to identify children to take part in the intervention. Outcomes show that the children who took part in the intervention all made positive progress.</p> <p>11/15 exited programme above 90th centile, with 4 at 99th centile.</p> <p>On entry assessments 94% of these children 0-3 months in listening/ speaking</p> <p>GLD assessments at end of EYFS, 35% met ELG for listening and 41% for speaking</p> <p>NELI screening and intervention to continue in 2022-23.</p>
improved reading attainment among disadvantaged pupils at KS2	<p>SATS 2023:</p> <p>75.0% of our Disadvantaged cohort achieved the expected standard in Reading, 9 pupils out of 12.</p> <p>This is 2.8% lower than the national Non-Disadvantaged cohort at 77.8%.</p> <p>The school's gap to Non-Disadvantaged pupils nationally has improved by 11.7% from -14.5% in 2021/22, to -2.8% in 2022/23.</p> <p>The Disadvantaged cohort's Reading Expected Standard has increased by 9.6% from 65.4% in 2021/22, to 75.0% in 2022/23.</p> <p>92% Disadvantaged pupils made at least expected progress from individual starting points. 16% made better than expected progress.</p>
improved writing attainment among disadvantaged pupils at KS2	<p>SATS 2022:</p> <p>53.8% of the school's Disadvantaged cohort achieved the expected standard in Writing, 7 pupils out of 13.</p> <p>This is 23.2% lower than the national Non-Disadvantaged cohort at 77.0%.</p> <p>The school's gap to Non-Disadvantaged pupils nationally has decreased by 13.1% from -10.1% in 2021/22, to -23.2% in 2022/23.</p> <p>The Disadvantaged cohort's Writing Expected Standard has decreased by 11.6% from 65.4% in 2021/22, to 53.8% in 2022/23.</p> <p>Of children with prior attainment data, 100% made expected progress for their individual starting point with one pupil exceeding this.</p>

to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Extra curricular club engagement was tracked to ensure that children had the opportunity to attend a club/ activity during the year.</p> <p>Funding was used to support families with the cost of extra curricular and enrichment activities by outside providers and private music tuition. THIs was agreed on a case by case basis.</p> <p>CPOMS reports show 18% of children receiving pastoral support are Disadvantaged (significantly higher than school average of 10%)</p>
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance analysis: Overall attendance consistent with 2021-22: The percentage of sessions recorded as an absence for Disadvantaged pupils is 11.5%, a total of 2,215 sessions. Absence is 0.8% greater than the national percentage of 10.7%. This is also the same as the percentage of the previous year in your school of 11.5%.</p> <p>Unauthorised absence reduced: The percentage of sessions recorded as an unauthorised absence is 2.8%, a total of 549 sessions. Unauthorised absence is 1.4% lower than the national percentage of 4.2%. This is also 0.9% greater than the percentage of the previous year in your school of 1.9%.</p> <p>38 pupils are considered to be persistent absentees. This is 48.1% of Disadvantaged pupils and greater than national average of 34.6%.</p> <p>No Disadvantaged pupils are considered severe persistent absentees.</p>
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School Data

EYFS
(7 children)

	WPS disadv	National non-disadv
GLD	14%	69.9%

WPS disadv outcome for Good Level of Development is less than National and the gap between disadv and non is greater than National for this cohort. This reflects the on entry assessments for this cohort and careful consideration has been given for Year 1 provision in order to reduce these gaps.

KS1
(14 children)

	WPS disadv	National non-disadv

R	76.9%	72.8%
W	61.5%	65%
M	61.5%	75%
RWM	53.8%	61%

Reading- gap eliminated

Writing- gap reduced by 6.3% from 2022

Maths- gap increased by -0.8% from 2022 (less than 1 child equivalent)

RWM combined gap reduced by 8.8% from 2022

KS2

(12 children)

	WPS disadv	National non-disadv
R	75%	77.8%
W	53.8%	77%
M	50%	78.7%
RWM	41.7%	65.9%

Reading- gap reduced by 11.7% from 2022

Writing- gap increased by 13.1% from 2022

Maths- gap increased by 8.5% from 2022

RWM combined gap reduced by 0.6% from 2022

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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.