

New Hall Primary Pupil Premium Strategy Statement 2024

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 316 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024, 2024-2025 and 2025-2026 |
| Date this statement was published | 1.12.2024 |
| Date on which it will be reviewed | 1.12.2025 |
| Statement authorised by | Mrs Becci Breedon Headteacher |
| Pupil premium lead | Mrs Kirstie McElroy-Stringer, Assistant Headteacher |
| Governor / Trustee lead | Sally Nissen, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|--------------------|
| Pupil premium funding allocation this academic year | £192,400.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £192,400.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

New Hall Primary will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use research evidence to inform spending, including the [guide published by the Education Endowment Foundation \(EEF\)](#) to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Consult with our pupils, staff, governors and parents and carers to ensure we understand the wide range of needs of our pupils and the barriers they face to provide the best learning opportunities for our children.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.
- Learn from what works in our school to inform our decisions on pupil premium spending whilst being committed to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Poor communication and underdeveloped oral language skills on entry to Reception - based on in school assessments, observations and transition data from nursery providers.</p> <p>Children starting in reception with communication and language who are not on track has been 65% in 2023 and 63% in 2024. 71% of PP children in EYFS are not on track with their communication and language.</p> |
| 2 | <p>Below average attainment on entry to Reception, especially in Literacy and Mathematics - based on in school assessments, observations and transition data from nursery providers. Autumn 24 - 66% not on track in maths and 94% not on track for literacy. High SEND needs in EYFS cohort over the last 2 years which has resulted in separate provision being provided with additional staffing due to complex needs and inability to access the mainstream curriculum and classroom. Many pupils starting reception are also not school ready including toileting and independence skills.</p> |
| 3 | <p>Reduced opportunities for sharing a range of reading materials at home and weak comprehension skills.</p> <p>Assessments, observations, and discussions with pupils and their families suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> |
| 4 | <p>Poor language acquisition which can negatively impact on ideas and vocabulary when writing.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantages pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in the significant knowledge gaps leading to pupils falling further behind age-related expectations. This especially affects Early Years children who have missed social opportunities when they were developing their language skills due to the pandemic. The current cohort of reception were born in 2019/2020 at the height of the pandemic and our Year 1 pupils were 1 to 2 years old in 2020 and therefore at a critical stage of language development which disrupted significantly by the pandemic and lockdown periods.</p> <p>Year 1 Phonics results were 72.9% in 2024 which was more than 10% less than the Sutton Reddicap area and 7% less than Birmingham.</p> |
| 5 | <p>Gaps in mathematical knowledge of key concepts and application due to reduced engagement during Home Learning throughout the pandemic.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in the significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> |
| 6 | <p>Reduced regular attendance (parental anxiety and confusion regarding Government guidance, increased low-level illness) and punctuality issues since Covid-19. Whole school attendance for 23/24 academic year was 94.5% which was above national at 93.1% and Birmingham was 93%. Disadvantaged pupils were 92.9% which is 0.2% below national figures and 1.6% below their peers.</p> <p>15.9% persistent absentees were non-disadvantaged pupils and 21% of disadvantaged pupils have been persistently absent during the past year this has risen</p> |

| | |
|---|---|
| | <p>since last year. However, this is below national average which was 19.2% persistent absentees for non-disadvantaged and for disadvantaged</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress.</p> |
| 7 | <p>Increased pupil and family mental health concerns and chaotic family/home situations requiring increased Early Help Assessments and signposting and working with professional from other agencies to support needs.</p> <p>Following discussions with families and pupils difficult home situations negatively impact upon readiness for school, attendance and pupils falling behind their peers.</p> |
| 8 | <p>Progression of PP pupils to be on track for Greater Depth achievement.</p> <p>Our assessments, observations and data suggest that disadvantaged students do not achieve the same greater depth levels in Maths and English compared to their non-disadvantaged peers at the end of KS2 assessments. They achieve significantly less than their non-disadvantaged peers. The percentage of disadvantaged pupils achieving GD at the end of KS2 in Maths was 43.4% lower than non-disadvantaged pupils and disadvantaged pupils were 8.1% lower in Reading and 29% lower in Writing than non-disadvantaged pupils.</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 |
|--|--|
| Improve reading skills and outcomes (including phonic knowledge) across the school by developing the love of reading and providing quality CPD for staff and different opportunities, environments and engaging and appropriately matched reading materials to meet the needs of all learners. | <p>Achieve national average outcomes in Reading at the end of KS2 in 2025/2026</p> <p>Achieve national average outcomes in the Phonics Check at the end of Years 1 and 2 in 2025/2026.</p> |
| Sound knowledge of basic skills and concepts which can be applied to all areas of mathematics | Achieve national average outcome in Mathematics at the end of KS2 in 2025/2026. |
| Improve writing skills and outcomes by providing more writing opportunities across the curriculum and providing quality CPD for staff. | Achieve national average outcome in Writing at the end of KS2 in 2025/2026. |
| Attentive listeners and confident speakers who can articulate their learning to others | Increased involvement in lessons and improved outcomes in Maths, English and Foundation subjects (in line with SIP targets) in 2025/2026. |
| Provide opportunities to support pupil wellbeing to ensure regular attendance and pupils arriving on time every day ready to learn. | Attendance for pupils will be in line with national average in 2025/2026. |
| Successful relationships between all stakeholders | Pupils will attend school regularly and outcomes will be in line with national average outcomes by the end of KS2 in 2025/2026. |

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: £50,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------|
| TA to support Focused Guided Reading sessions in KS2 | <p>Percentage of disadvantaged pupils achieving at least expected standard at the end of KS2 in Reading in 2024 was 24.2% lower than non-disadvantaged pupils and this was 8.1% lower for those achieving Greater Depth. Smaller class sizes enable great discussion, using texts which are appropriately matched to the needs of the pupils.</p> <p>Opportunity for a variety of comprehension strategies to be used (VIPERS/in the moment reading strategies)</p> <p>Poor decoding skills supported by TAs with specific, whole-school based phonic training.</p> <p>(Evidence whole school data, EEF - Reducing class sizes/ reading comprehension strategies and phonics support)</p> | 3, 4, (£10,363) |
| Additional TAs to support focused Guided Reading sessions in KS1 | <p>Phonics data in KS1 has declined since 2018, and this year we were below national. In 2024 72.9% in Year 1 achieved the standard (7.3% below national). Disadvantaged children achieved 36.5% lower than their non-disadvantaged peers.</p> <p>Nationally, disadvantaged pupils were 15.8% lower than non-disadvantaged peers. For pupils eligible to retake the phonics test at the end of KS1, 95% achieved the standard disadvantaged achieved -0.8% compared to their non-disadvantaged peers.</p> <p>Smaller teacher led guided reading groups enable great discussion using appropriately matched texts.</p> <p>Opportunity for a variety of comprehension strategies to be used (VIPERS/in the moment reading strategies)</p> <p>(Evidence – whole school data, EEF - Reading comprehension strategies, small group tuition)</p> | 3, 4, 8 (£5,000) |
| TA daily 9 O'clock Clubs to support basic skills in Reading, Writing and Maths | <p>Pupils identified through summative and formative assessments throughout the year. Focus specific objectives taught to close gaps in learning and keep up as identified and give immediate feedback on daily</p> | 1, 2, 3, 4, 5 (£11,905) |

| | | |
|--|---|------------------------------|
| | teaching. Focus of group changes according to needs of pupils. (Evidence – whole school data, EEF Feedback, Teaching Assistant Interventions) | |
| TA support across EYFS, KS1 and 2 to provide a daily intervention team within each age phase | Gaps in learning identified in summative and formative assessments through EY profile and MARK analysis. TAs to work daily in classroom to close gaps due to pandemic and lost learning through 1:1 and small group support and regular feedback of previous teaching. Pre-tutoring to take place as identified by class teacher. (Evidence – whole school data, EEF – Feedback, individualised instruction, teaching assistant interventions) | 1 (£21,402) |
| Quality CPD within school to strengthen learning opportunities for pupils (Subject leaders receiving support and CPD and disseminate to staff) | Continual monitoring by Subject Leaders through timetabled release time during 2024-2025 identified specific focus for CPD for this academic year. Transforming Teaching programme has trained 4 Teacher Educators (Coaches) who will begin to coach staff in following years to support their professional development and teaching expertise. (Evidence – Subject Leader monitoring feedback, EEF – Mastery learning, Teacher Professional Development Review) | 2, 3, 4, 5, 8 (£2000) |

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

Budgeted cost: £67,462

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Music tuition offered to all PP pupils in Year 4 and a group of talented Year 5 and Year 6 pupils | PP figures consistently between 38-50% across the school classes so providing opportunities for pupils to access activities that would not normally be available to them either due to cost or other barriers remains a priority for school. Research link between music appreciation and playing a musical instrument and development of mathematical knowledge and understanding. (Evidence – Exploration of the Relationship between Mathematics and Music, Salone Shah, 2010, The University of Manchester, EEF – Arts Participation) | 6, 7, 8 (£5,203) |
| Trained TA to deliver Speech and language intervention in Reception class and Year 1 | In the EYFS 2024 Autumn Baseline poor Communication and Language (C&L) skills were identified. High percentage of children (57% listening, attention and understanding and 63% for speaking) are working below age related expectation for C&L. 14 children in EYFS (40%) who are PP. 7 children (20%) referred to S & L professional working with school, currently having or awaiting assessments in reception and a further 7 from | 1, 2 (£8,581) |

| | | |
|---|--|---------------------------------|
| | <p>Year 1. 8 children are EAL. 1 child has an EHCP and 4 children have SSPPs that are funded with the highest amount.</p> <p>(Evidence - EYFS data, Nursery transition documents and transition forms, EEF – Oral language interventions)</p> | |
| <p>Trained TA to deliver Speech and language interventions in Year 2 to 6</p> | <p>Expressive language and understanding have been highlighted as a need at New Hall which impacts learning access and progress. 22% of children on the school's SEND register have speech and language as a primary need. Targeted children also struggle to develop effective language skills and appropriate vocabulary development. Children who had language delay at an earlier age take longer to acquire language and understanding over time and need further continued targeted support to catch up.</p> <p>(Evidence EEF Communication and Language approaches, SEND Data)</p> | <p>£8,794</p> <p>1, 4</p> |
| <p>TA to support specific EAL pupils with language acquisition, understanding and integration</p> | <p>New Hall continues to enrol pupils who are new to country who have a varied knowledge of English language and understanding of English culture. Regular, small group intervention will address language and cultural similarities, differences and barriers to learning and provide positive interactions for home language and English. In total the school has 90 children with English as an additional language which is 28%. A number of these children also have difficulties in English and although some have attended a different British school before New Hall they have still only entered the country recently.</p> <p>(Evidence EEF – Mentoring, oral language interventions, social and emotional learning, Teacher Assistant interventions)</p> | <p>4</p> <p>(£7,974)</p> |
| <p>Beanstalk readers (Years 1-6)</p> <p>Story Starter (EYFS)</p> | <p>Reading record book scrutiny identified that some pupils were not getting the opportunity to read regularly at home which was impacting negatively on comprehension and vocabulary acquisition as well as failing to develop the 'love of reading' Providing the opportunity for pupils to read with a familiar, trained adult regularly supports these skills and aims to develop life-long readers.</p> <p>(Evidence – Reading Record Monitoring, EEF - Feedback, 1:1 tuition, Reading Comprehension Strategies)</p> | <p>2, 3, 4</p> <p>(£1,725)</p> |
| <p>Whole school SEND support for SEN/PP 1:1/small focus groups, objective specific</p> | <p>Pupils with SEND have targets to close gaps in learning. Observations by SENCO and external professionals identify that focus 1:1 interventions and small group opportunities enable pupils to close gaps in specific objectives and make progress.</p> <p>50.9% of children with SEND at New Hall are also disadvantaged and 14% of children with SEND needs are EAL. These figures have risen since the 23/24 academic year.</p> <p>(Evidence – TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)</p> | <p>1, 2, 3</p> <p>(£16,365)</p> |

| | | |
|--|---|---|
| EYFS phonic and Numicon play bags sessions for PP pupils and their parents – replenish resources | Providing opportunities for parents to support learning at home for focus phonic and number skills through appropriate resources and teacher led video demonstrations, builds confidence and knowledge for children and parents. Parental engagement ultimately leads to improved outcomes for children. (Evidence – Parent evening and informal conversations with parents/carers, EY monitoring, EEF – Parental engagement) | 1,2,3,4,5, (£500) |
| DH to provide additional reading support in EYFS | Support EYFS children to develop daily phonics and maths skills. (Evidence – whole school data, EEF small group tuition) | 3,4,5, (£9,000) |
| Speech and Language Therapist to assess and provide training and support for staff to deliver SALT targets for identified children | Pupils identified as needing assessment by Class Teacher screened by TAs and referred to SALT Therapist as needed to assess and review children 1 to 1 and in groups. Supports TAs and CTs to deliver support and liaise with parents to improve children’s communication and language skills. Deliver CPD to staff. NHS SALT additionally provide in school assessment, training and parental support on a regular basis each term. (Evidence – whole school data, EEF small group tuition, SEND, TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions) | 1, 2, 4 (£3,360 - 33% of total cost) |
| Lowest 20% readers across the school identified and supported to develop fluency and comprehension skills | Pupils identified as the lowest 20% readers in each year group have regular reading with a teacher in addition to guided reading and whole class reading. (Evidence – whole school data, EEF small group, 1 to 1, tuition, SEND, Reading Record Monitoring, SENCO observations, TPT analysis) (Evidence – whole school data, EEF small group tuition, SEND, 1:1 intervention, TPT analysis, SENCO observations) | 3,4 (£5,960) |

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

Budgeted cost: £74,229

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellbeing groups to support behaviour and social skills delivered by LC Roar and Cherish | Pupils identified during well-being survey as struggling with following routines, attending school and social interactions and friendships. (Evidence – Pupil well-being survey 2024, EEF – Behaviour interventions, mentoring, social and emotional learning) | 7 £5,000 |
| Pastoral Manager – to support pupils and families | Increased needs continue following the pandemic - Pastoral Manager to provide additional opportunities for pupils and families to liaise more closely with school to | 7 |

| | | |
|--|---|--|
| | <p>support needs – daily interactions before and after school, attendance of professional meetings, liaison and point of contact with professionals, sign posting to support and referrals as needed</p> <p>(Evidence – Pupil well-being survey 2024, EEF – Behaviour interventions, mentoring, social and emotional learning)</p> | <p>(£38,000)</p> |
| <p>Forest School for Year 1 to create experiences and raise aspirations</p> | <p>Baseline assessment for EY pupils identified limited knowledge and understanding and high percentage of pupils working below the expected standard for the 'The World'. Poor communication and language skills (as identified previously) to be developed using 'real' environments and experiences outside the classroom. Support transition to KS1.</p> <p>(Evidence – EYFS baseline assessment, EEF – Outdoor adventure learning)</p> | <p>1, 2, 4, 6, 7</p> <p>(£3,000)</p> |
| <p>Mentor support 1:1 – Our Place</p> | <p>Continued issues for some pupils with difficulties following routines and interacting socially. Increased need for referrals to Early Help and BCT following.</p> <p>Evidence – Pupil well-being survey 2024, CAR meeting discussions)</p> | <p>7</p> <p>(£4,002)</p> |
| <p>Entrench Philosophy for children (EET research) throughout the school, including training new staff</p> | <p>Providing pupils with the opportunity to share their thoughts and ideas with others whilst understanding that they may have a differing point of view to you is especially important following previous national lockdowns where many families were isolated. P4C provides the children with this platform. It also promotes caring, collaborative, creative and critical thinking amongst the pupils whilst in the classroom to support learning, especially when articulating what they know and understand and when on the playground and dealing with indifference or conflict and supports behaviour and resilience at dealing with fallouts with peers. Utilising a dedicated P4C work space for classes in a KS2 hut to continue to raise the profile of P4C and retain the school's Gold Accreditation.</p> <p>(Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- metacognition and self-regulation)</p> | <p>1, 2, 3, 4, 5, 6, 7</p> <p>(£500)</p> |
| <p>Support the needs of parents to enable pupils to access fully all areas of the curriculum (e.g. uniform/trips/home resources, Playscheme)</p> | <p>Enabling pupils to access all areas of education, by removing barriers due to cost or access including trying first-hand experiences and visiting different places, which may not otherwise be available to them, ensures pupils are engaged, enthusiastic and motivated to do their best which in turn drives better outcomes.</p> <p>(Evidence – pupil well-being survey 2024, EEF – Arts participation, Parental engagement.)</p> | <p>1, 2,4,6,7,</p> <p>(£5,000)</p> |
| <p>Regular attendance monitoring (KH & AS), data shared with staff and children, daily phone calls for absence, letters, Fast-Track, CSAWS Golden Balls and activities/resources for rewards</p> | <p>Regular monitoring of attendance and punctuality identify individuals who struggle to attend school regularly and on time. Letters and formal and informal meetings positively impact on attendance. Through these actions attendance mostly remains in line with national standards for ALL pupils and PP and any pupils who fall below (including PA) are quickly identified and action taken. Regular attendance positively impacts on learning outcomes.</p> | <p>6, 8</p> <p>(£14,167)</p> |

| | | |
|---|--|--|
| | (Evidence – whole school attendance monitoring and tracking, EEF – Parental engagement) | |
| Support for children and families around behaviour including delivering CPD through Beacon School Support | A linked professional to deliver CPD in school for staff, observe and assess children, providing advice and guidance for staff and families to support the graduated approach for children with additional needs and/or times of difficulty to support their wellbeing. (Evidence – pupil well-being survey 2024, reduced behaviour logs in classrooms and on CPOMs, EEF – SEND, Behaviour interventions, mentoring, social and emotional learning) | 6, 7, 1 £1280 (40% of costs) |
| Stay Active Lunchtime sessions with a qualified Sports Coach | Children across the school access organised sports sessions during lunchtimes to support their fitness, wellbeing, skills and teamwork. (Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- self-regulation, social and emotional learning) | 6, 7, 1 £3,280 |

Total budgeted cost: £192,361

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 2 data, phonics check results, and internal assessments.

To gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at national and regional levels. We also looked at these comparisons with previous academic years to see how the performance of our disadvantaged pupils has changed over time.

Data from tests and assessments suggest that, despite some strong individual performances, the overall progress and attainment of the school's disadvantaged pupils in 2023/24 were below our expectations. Our analysis suggests that this is due to two main factors: the ongoing impact of COVID-19 and the children's learning attitudes. Additionally, some of the approaches we used to boost outcomes for disadvantaged pupils had less impact on non-disadvantaged pupils.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This trend reflects national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. However, the number of disadvantaged pupils achieving greater depth in Reading, Writing, and Maths at the end of KS2 has increased, with 20.3% achieving greater depth in Reading, 7.3% in Writing, and 17.4% in Maths. KS1 phonics data decreased to 72.9%, which was below national figures. There remains a significant gap between our disadvantaged and non-disadvantaged pupils in achieving the pass rate in phonics. This remains a key focus for improvement, linked to following the FFT Phonics scheme and continued Reading focus across the school. However, when retaking the Phonics test in Year 2 95% of eligible pupils pass. This highlights that the provision we are providing is successful and making a positive impact on the pupils who need to more time to reach the expected standard.

Absence among disadvantaged pupils was 1.6% higher than their peers in 2023/24, and persistent absence was 15.9% for the school, with 21% for disadvantaged pupils, which is 5.1% higher than their peers. We recognize the gap between non-disadvantaged pupils and disadvantaged pupils is still increasing, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour remained constant last year, but challenges related to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. More children are displaying additional needs, and parents are seeking further assessments for these children. Greater collaboration with and more access to external agencies this academic year are being sought to increase provision and staff CPD.

Children who are eligible for free school meals (FSM) have consistently higher rates of absence than their peers. In Spring 2024, children eligible for FSM had a persistent absence rate more than double that of children who were not eligible for FSM. A total of 34.35% of all children eligible for FSM were persistently absent, compared to 16.94% of children not eligible.

These results mean that we are not currently on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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 |
|------------------------------------|--|
| 1 to 1 mentoring and skills groups | Our Place |
| Behaviour Support | Beacon School Support |
| Attendance Support | CSAWS |
| Speech and Language Therapy | West Midlands Speech and Language Service and NHS SALT |
| Reading 1 to 1 | Beanstalk |
| Sports Lunchtime Sessions | Premier Education Group |
| Philosophy for Children | Entrench Philosophy for Schools |
| Music Tuition | Services for Education |
| Speech and Language Programme | Wellcomm and Talk Boost |
| Transforming Teaching | Ambition Institute |
| Support Groups | Cherished |