

Pupil premium strategy statement – St Aloysius Catholic Primary

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	314 + 31 (inc Nursery 31 children)
Proportion (%) of pupil premium eligible pupils	120 pupils 38% (September)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 -2024, 2024-2025, 2025-2026
Date this statement was published	Nov 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sheryl Wrigley
Pupil premium lead	Oonagh O'Brien
Governor / Trustee lead	Carroll Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,362
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£188,052

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absence Summer 2023 data indicates that there is a gap of 4.58% between the attendance of NDIS and DIS pupils.</p> <p>Our attendance data over the last year indicates that significantly more disadvantaged pupils (75%) have been 'persistently absent' compared to that of their peers. Our aim is that all pupils are fully engaged in their learning and have agency and autonomy and a strong desire to attend school.</p>
2	<p>Safeguarding/ wellbeing/mental health:</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to poor mental health and wellbeing in both children and parents. These challenges particularly affect disadvantaged pupils, including their attainment. In the past 12 months parent referrals to the Inclusion team for support have markedly increased (particularly from pupils that are disadvantaged) currently require additional support with social and emotional needs, and receiving small group interventions</p>
3	<p>Performance: Internal and external data show that in some year groups (current Y3 and Y5) the disadvantaged pupils are not consistently meeting expected or higher-level standard compared to other year groups. They also can have lower expectations and aspirations. Writing is a particular area for development across school, from Early Years to Year 6.</p>
4	<p>Language/Oracy skills: Assessments, observations, and discussions with pupils show that disadvantaged pupils come to school with lower communication and language skills than peers. This negatively impacts their</p>

	development as readers. On entry to Reception only 51% of our children are at ARE in speech and Language (informed by Wellcomm Screen)
5	Lack of cultural capital (enrichment and wider opportunities) Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning. They also can have lower expectations and aspirations. School would like to offer places on educational visits to our families who need financial support. Due to the cost of living crisis, we feel there will be an increasing number of families who will struggle to finance organised educational visits that will support the child's learning experience.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate to increase from 94% to 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2% the percentage of all pupils who are persistently absent to decrease by 4%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils Decreased number of behaviour incidents amongst pupil premium students.

	Wellbeing and mental health focused pupil interviews. Restorative questioning is used by all staff to help support children to self-regulate and understand their emotions.
Improved reading attainment among disadvantaged pupils. Improved maths attainment for disadvantaged pup at the end of KS2. Improved quality and fluency of writing disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS	Assessments and observations indicate significantly improved language and vocabulary levels among disadvantaged pupils in EYFS. This is evident when triangulated with other sources of evidence, including observations and ongoing formative assessment.
Improved cultural capital through exposure to a wide range of enriching activities	Increased number of PP pupils accessing sports, music and outdoor clubs. All pupil premium students to attend at least 2 educational visits/school experiences or after school clubs each year.

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: £ 97.090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed RWI scheme. Phonics programme including the developing materials to secure stronger phonics teaching for all pupils. Ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”. Ensure all new staff have received high quality training to deliver phonics scheme effectively. TA training to ensure skilled staff to deliver small group interventions to support communication and language skills • Purchase of additional phonics materials and reading books to improve comprehension skills and vocabulary</p> <ul style="list-style-type: none"> • continue with subscription for Ruth Miskin to ensure continual CPD for all members of staff and strengthen best practice across key stages 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3 and 4</p>

<p>To continue to fund SLA from Knowsley Library service to provide quality text to support and enhance wider reading in the curriculum</p>	<p>EEF The EEF research has shown that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF evidence suggests that reading is fundamental that “Language and Literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p>	<p>4 and 5</p>
<p>To embed a consistent approach in Teaching and Learning across the school to secure best practice and using the best pedagogy.</p> <p>Whole school approach to communication and language and oracy. Whole staff use Wellcomm EYFS and Wellcomm Primary.</p>	<p>EEF evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition</p>	<p>3 and 4</p>

<p>Ensure that the core elements of maths are taught consistently using the principles of “keep up not catch up”. Continue to develop consistent application lesson structure for Power Maths. We will fund teacher release time for Lead, ECT and other key staff to embed key elements of guidance in school and to access Maths Hub resources and CPD Maths training – primarily from Maths lead</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22.138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Fund small group interventions for disadvantaged pupils falling behind age-related expectations Using TAs delivering interventions with a proven Track record e.g. First Class in Number</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</p>	<p>3 and 4</p>

<p>Use of mentors to deliver emotional literacy support programmes 'think yourself great'</p> <p>Both Mentors who are ELSA trained to continue supporting the emotional wellbeing of pupils.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>The ELSA programme is proven to have positive outcomes for both individual pupils and school systems. At the individual pupil level, data from the SDQ indicated a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours.</p> <p>An evaluation of the Emotional Literacy Support Assistant Programme 2021: An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme</p>	<p>1, 3 and 4</p>
<p>For staff to be trained and informed around Trauma and its associated behaviours</p>	<p>EEF Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2 and 3</p>

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

Budgeted cost: £52.457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Grow Breakfast club - recruit additional staff to increase numbers</p>	<p>Research shows impact of 2mths in ks1 and improved behaviour across school for all pupils</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>1, 2 and 3</p>

	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. Breakfast clubs found to boost primary pupils' reading writing...</p> <p> EEF Before and after school programmes with a clear structure, well trained and well qualified staff are more clearly linked to academic benefits than other types of extended hour's provision. The provision of a stimulating environment and activities aid in developing additional personal and social skills. Such provision is more likely to have an impact on attainment than those that are solely academic in focus.</p> <p>Extending school time EEF</p>	
<p>Attendance Lead: Attendance lead's Role is to work in collaboration with the HT, SLT and raise the profile of attendance and punctuality within the school community - Maximise the overall percentage of pupil attendance and punctuality. - Reduce the number of pupils who of persistently absent (90% or below) or severely absent (50% or below) - Provide support advice and guidance for parents, pupils and staff. - Develop clear procedures for the maintenance of accurate registration for pupils. - Ensure a systematic approach to gathering, analysing and acting upon attendance data. - Ensure there is a proactive whole school approach that embeds a consistency of practice. - Continue to promote effective partnerships with the Local Authority, Children's Services, School Health and other partner agencies</p> <p>Buy in from Knowsley Attendance Team: Targeting PAs Targeting 91%-95% Agree strategies</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>To facilitate a thoughtful and diagnostic approach, wider systems within the school need to work effectively. Teachers and school leaders must be able to reliably gather, report, access and analyse data, and work together to take appropriate and targeted actions.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-addressing-attendance-getting-below-the-surface</p> <p><u>Supporting attendance EEF</u></p> <p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p> <p>EWO support, monitoring, timely intervention and escalation where appropriate.</p> <p>First day response / Home visits.</p> <p>Attendance Panel meetings – Support / Support / Challenge</p> <p>Open door policy - strengthen communication</p> <p>Extended School provision</p> <p>Attendance and punctuality incentives and recognise attendance on a weekly, half termly, termly and annual basis.</p>	<p>1, 2 and 3</p>

<p>Case work</p> <p>Send out Penalty Notices</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Communicate effectively with families EEF</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-addressing-attendance-getting-below-the-surface#:~:text=By%20looking%20more%20closely%20at,Anxiety%</p>	<p>1</p>
<p>Every child eligible for Pupil Premium will have the same access to educational visits that their non-Pupil Premium peers have.</p> <p>A higher percentage of PP children will be able to access cultural / enrichment / extracurricular activities without placing financial pressure on families.</p> <p>All staff are hosting an extra-curricular club throughout the school year to increase variety and number of opportunities for our children.</p> <p>Purchased Lyfta to give children a 360-degree insight into high quality educational experiences</p>	<p>Evidence that supports this</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	<p>5</p>

Total budgeted cost: £188.052

Part B: Review of the previous academic year 2023/24

Outcomes for disadvantaged pupils

Activity																																														
<p>Continue to embed RWI scheme. Phonics programme including the developing materials to secure stronger phonics teaching for all pupils. Ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”. Ensure all new staff have received high quality training to deliver phonics scheme effectively. TA training to ensure skilled staff to deliver small group interventions to support communication and language skills</p>	<p>Year 1 Phonics</p> <table border="1" data-bbox="922 368 1904 525"> <tr> <td>Summer 22</td> <td>Summer 23</td> <td>Summer 24</td> </tr> <tr> <td>82% (National 75%)</td> <td>82% National 79%</td> <td>76% National TBC</td> </tr> </table> <table border="1" data-bbox="862 633 1982 1032"> <thead> <tr> <th>46</th> <th>Girls</th> <th>Boys</th> <th>PP</th> <th>NPP</th> <th>SEN</th> <th>EHCP</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>Each child is worth just over 2%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All 76%</td> <td>21 (45%)</td> <td>25 (54%)</td> <td>16 (34%)</td> <td>30 (58%)</td> <td>7(15%)</td> <td>2 (4%)</td> <td>4(8%)</td> </tr> <tr> <td>Attainment</td> <td>90%</td> <td>64%</td> <td>75%</td> <td>77%</td> <td>40%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • No significant gap between PP and NPP (2%) • Data would be 83% if we used figures for all children that had been with us since Reception. • We accepted a LAC in the Spring term and 2 children who were new to country and new to school in Summer term 								Summer 22	Summer 23	Summer 24	82% (National 75%)	82% National 79%	76% National TBC	46	Girls	Boys	PP	NPP	SEN	EHCP	EAL	Each child is worth just over 2%								All 76%	21 (45%)	25 (54%)	16 (34%)	30 (58%)	7(15%)	2 (4%)	4(8%)	Attainment	90%	64%	75%	77%	40%	50%	50%
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Whole school approach to communication and language and oracy.

Whole staff use Wellcomm EYFS and Wellcomm Primary.

- One child is dual registered as he attends a language unit 4 days a week. He has recently been assessed and he will continue with this arrangement next term.

Cohort Information for Reception

Reception	Boys	Girls	PP	SEN	EHCP	EAL
45	16	29	17 (37%)	4 (9%)	1	0

Cohort very similar to last year apart from significant difference in gender.

In Autumn, 49% children were highlighted as being below ARE on the Wellcomm screening and needed speech and language intervention.

5 of these children are receiving support from a speech and language therapist and 1 has been referred and is awaiting support.

There are varied needs within the cohort – Autism, S&L, suspected global delay. 1 child has an EHCP, 1 is currently awaiting assessment and 1 has been started and awaiting parental support.

20 summer birthdays – 44% of the cohort

End Of Year Data: GLD – 62% (28 children) National - TBC

	Comprehension	Word Reading	Writing	Number
All	71%	67%	62%	69%
PP (15)	59%	47%	47%	53%
Non-PP (30)	79%	79%	71%	79%
Boys (16)	56%	50%	44%	63%
Girls (29)	79%	76%	72%	72%

We will continue to use this strategy as although the PP children's performance is below NPP, it is much improved from entry data and has given them a better start to Y1. The gap is particularly apparent in EYFS data, with the largest area of difference in word reading. This is as expected as these children have had only had 10mths to close the gap.

Ensure that the core elements of maths are taught consistently using the principles of "keep up not catch up". Continue to develop consistent application lesson structure for Power Maths. We will fund teacher release time for Lead, ECT and other key staff to embed key elements of guidance in school and to access Maths Hub resources and CPD Maths training – primarily from Maths lead.

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	-	59%	-	60%		-	~ 60%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	-	7%	-	8%		-	~ 7%
Reading	% of pupils achieving the expected standard	-	73%	-	74%	-	73%	42	79%	~ 74%
Reading	% of pupils achieving the higher standard	-	27%	-	28%	-	29%	42	26%	~ 28%
Reading	Average scaled score	-	104.0	-	105.0	-	105.0	42	104.6	~ 105.0
Writing	% of pupils achieving the expected standard	-	78%	-	69%	-	71%		-	~ 72%
Writing	% of pupils working at greater depth	-	20%	-	13%	-	13%		-	~ 12%
Maths	% of pupils achieving the expected standard	-	79%	-	71%	-	73%	42	86%	~ 72%
Maths	% of pupils achieving the higher standard	-	27%	-	22%	-	24%	42	36%	~ 23%
Maths	Average scaled score	-	105.0	-	104.0	-	104.0	42	106.5	~ 104.1
GPS	% of pupils achieving the expected standard	-	78%	-	72%	-	72%	42	76%	~ 72%
GPS	% of pupils achieving the higher standard	-	36%	-	28%	-	30%	42	36%	~ 31%
GPS	Average scaled score	-	106.0	-	105.0	-	105.0	42	104.9	~ 105.0
Science	% of pupils achieving the expected standard	-	83%	-	79%	-	80%		-	~ 82%

	Subject	Disadvantaged at or above	Other at or above	Difference at or above
	KS2 SAT's Reading	79%	80%	+1%
	KS2 SAT's Writing	81%	80%	+1%
	KS2 SAT's Maths	86%	90%	-4%
	KS2 SAT's combined	69%	70%	-1%
	Phonics	75%	76%	-1%
	KS1 Reading	69%	61%	+8%
	KS1 writing	58%	61%	-3%
	KS1 maths	73%	69%	+4%
	KS1 combined	52%	56%	-4%
	EYFS	62%	47%	-25%
	EYFS writing	47%	62%	-15%
	<p>The gap is particularly apparent in EYFS data, with the largest area of difference in GLD. This is as expected as these children have had only had 12mths to close the gap. The gap closes slightly in KS1 SATs data, with writing a key focus area to develop. In KS2 SATS Disadvantaged children performed similarly to their peers. We will continue to use this strategy next year.</p>			
Grow Breakfast club - recruit additional staff to increase numbers	<p>Breakfast club numbers have now risen and we now have to cap it depending on staffing. It has been offered and taken up by some of our children who have difficulty with punctuality and attendance. This has been a successful strategy.</p>			

Attendance	<p>Academic year 2023/24 summary</p> <table border="1" data-bbox="719 261 1865 675"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">2023/24</th> </tr> <tr> <th>Total</th> <th>Primary</th> <th>Secondary</th> <th>Special</th> </tr> </thead> <tbody> <tr> <td>Attendance rate</td> <td>92.8%</td> <td>94.5%</td> <td>90.9%</td> <td>87.0%</td> </tr> <tr> <td>Overall absence rate</td> <td>7.2%</td> <td>5.5%</td> <td>9.1%</td> <td>13.0%</td> </tr> <tr> <td>Authorised absence rate</td> <td>4.7%</td> <td>3.9%</td> <td>5.5%</td> <td>9.7%</td> </tr> <tr> <td>Unauthorised absence rate</td> <td>2.5%</td> <td>1.6%</td> <td>3.6%</td> <td>3.3%</td> </tr> <tr> <td>Persistent absence rate</td> <td>20.7%</td> <td>15.2%</td> <td>26.7%</td> <td>37.6%</td> </tr> </tbody> </table> <p>Overall school attendance improved slightly (0.8%). The gap between attendance of PP pupils and NPP has slightly increased but this was due to more PP families taking holidays. In partnership with the Knowsley Authority fines have been issued.</p> <p>Persistent absence among disadvantaged pupils has decreased by 7 pupils this year. We will continue to work on all of the strategies to reduce it further next year. We are also buying into Inclusive Attendance starting in September 2024.</p>		2023/24				Total	Primary	Secondary	Special	Attendance rate	92.8%	94.5%	90.9%	87.0%	Overall absence rate	7.2%	5.5%	9.1%	13.0%	Authorised absence rate	4.7%	3.9%	5.5%	9.7%	Unauthorised absence rate	2.5%	1.6%	3.6%	3.3%	Persistent absence rate	20.7%	15.2%	26.7%	37.6%
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Cultural Capital	<p>The school ran 16 after school clubs the past academic year and two residentials – over 90% of the PP pupils attended the Y6 residential and 76% of PP pupils in Y5 attended. The school offered 16 after school clubs including sports, choir and art. Many PP did attend but we will try and target these children more next year.</p>																																		
Mental Health and Wellbeing	<p>Both of the Learning Mentors delivered the programs ELSA and ‘Think Yourself Great’. They have both proved to be successful in improving pupils emotional and social regulation skills, building</p>																																		

	confidence and lifting self-esteem. Pupils are usually identified by class teachers or teaching assistants. This approach will continue into next year until we switch to the Thrive approach.
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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
Reading Plus	Dreambox
Times Tables Rockstars	Maths Circle Limited

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***