



Milefield Primary School- Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 academic years 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 |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| School name | Milefield Primary School |
| Number of pupils in school | 303 |
| Proportion (%) of pupil premium eligible pupils | 114 pupils (39.0%) <i>Deprivation- 110 Pupils</i> <i>Service- 2 Pupils</i> <i>CiC- 2 Pupils</i> <i>Adopted from Care- 3 Pupils</i> |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Karen Trickett |
| Pupil premium lead | James McClure |
| Governor / Trustee lead | Peter Bell |

Funding overview

| Funding Detail | Amount |
|----------------------------------------------------------------------------------------|---------------------------------|
| Pupil premium funding allocation this academic year | £169,710 + CiC = £172,621 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £172,621 |

| School Context |
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| <p>Milefield Primary is an average sized primary school with currently 303 pupils on roll with increasing admission numbers of up to 45 per year group in EYFS, KS1 & KS2. The school has a 45 place FS2 unit, 3 KS1 classes, 3 lower KS2 classes and 3 upper KS2 classes; there are mixed year groups across KS1 and KS2. There is a 52-place nursery for children from the age of three, running 2 sessions each day offering 15-hour NEF funding and a limited number of 30-hour places.</p> <p>The school serves a locality that has significantly greater than average socio-economic deprivation; on entry data is below national expectations and many pupils join the school with social communication and interaction needs. Local statistics indicate that the community has high levels of deprivation. This, coupled with the ongoing impact of Covid and current economic pressures, has led to rising concerns regarding financial hardship, low aspirations and adverse childhood experiences. This has led to challenges in relation to attendance, safeguarding and community/parental engagement alongside a rise in pupil and parent SEMH needs.</p> |

Despite these challenges, the school has a positive impact on standards and outcomes which are reflected in 2024 results. Over the last 5 years there has been significant developments and a continued drive and commitment from leaders to make rapid and sustained improvements which have impacted on standards and outcomes. 2024 outcomes:

- Broadly inline national at the end of EYFS
- Broadly inline with national at the end of KS1
- Above national at the end of KS2

With 39% of pupils accessing PP funding, the proportion of disadvantaged pupils is greater than the national average (24.6%). Raising outcomes for disadvantaged pupils is a key focus throughout the SIP along with developing quality first teaching to impact on improving standards and outcomes.

A key identified barrier and challenge for pupils is the low level of language and communication skills on entry to EYFS. On entry levels to FS1 and FS2 are well below national averages. This significantly impacts on attainment and therefore remains a priority in EYFS and across school; this is identified on the SIP. To ensure accuracy of on entry data the school engages in LA and cross Trust moderation networks which involve staff in observations and sharing of best practice alongside moderation of TA judgements to ensure accuracy.

Attendance in 2023-24 was below national at 91.9% and this continues to be a priority for improvement, including for disadvantaged pupils. Regular monitoring and analysis of school attendance data indicates that strategies and incentives implemented are impacting on improving attendance but there is still work to be done. To support improving attendance, alongside incentives, building relationships and supporting pupils and families is prioritised; this includes a strong partnership with EWS and the school carrying out all statutory duties, a strong partnership with Inclusive Attendance and further CPD for all staff.

At Milefield Primary, we recognise that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. Pupil Premium funding is a Government initiative that targets extra money to support pupils from deprived backgrounds, which, research shows underachieve, compared to their peers.

Part A: Pupil premium strategy plan

Statement of intent

At Milefield Primary School we are determined that all pupils regardless of their background, should have equal access to a curriculum and learning which will enable them to achieve their full potential through the highest standards of teaching, focused support, curriculum enrichment and pastoral care. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support. As a school, we are committed to utilising resources and support effectively, including the Pupil Premium grant, to ensure pupils achieve to the best of their ability. We determine how best to use the Pupil Premium grant to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

At Milefield we have a clear, strategic, tiered approach for Pupil Premium funding provision which follows EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps which are detailed on cohort action plans.

To support effective allocation of funding, analysis of impact for Pupil Premium spending 2022-24 has been conducted to identify strengths and areas for development for 2024-25.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | On entry to school baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years. |
| 2 | Over time, disadvantaged pupils do not achieve as well as non-disadvantaged pupils across the curriculum; however, gaps are narrowing. |
| 3 | A large proportion of disadvantaged pupils have limited life experiences, come from households with limited stability, poor attitudes to education and low aspirations. |
| 4 | Disadvantaged children's attendance rates, over time, are not as high as their non-disadvantaged peers and an increased number of PP pupils are identified as PA. |
| 5 | Many parents have limited engagement in school life. |

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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continue to raise and sustain the attainment of pupils eligible for the pupil premium grant in phonics. | An increased number of PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national. Target 2025: 85%+ |
| Increase the attainment of pupils eligible for pupil premium grant in reading and maths. | By the end of KS1 & KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with target of: <ul style="list-style-type: none"> - 85%+ disadvantaged pupils achieving the expected standard in reading. - 85%+ disadvantaged pupils achieving the expected standard in maths. |
| Increase the attainment of pupil eligible for pupil premium grant in writing to impact combined outcomes. | By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with at target of: <ul style="list-style-type: none"> - 70%+ disadvantaged pupils achieving the expected standard in writing. |
| Increase the attainment of PP pupils in EYFS and increase progress rates. | An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers. Target 2025: 60%+ GLD |
| Continue to improve and raise the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers. | There is an improvement in the % of disadvantaged pupils meeting the school attendance target which impacts on the overall attendance % for PP. |
| Continue to improve the emotional resilience and mental well-being of PP children that have experienced significant trauma to support a rise in RWM outcomes. | Emotional resilience will support a rise in RWM outcomes through: <ul style="list-style-type: none"> • SEMH support and intervention for PP pupils • Effective use of therapeutic language to support pupil learning behaviours/ • Impact on the % of PP pupils achieving RWM. |

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: £ 104,311

| Measure | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Priority 1: To improve the attainment of PP pupils narrowing the gap between PP Pupils and their peers.</p> <p><u>Identification:</u></p> | <p>Y6/Y2 teams to provide QFT to small groups of pupils, providing purposeful feedback to enhance progress and tailor lessons according to need.</p> <p>Rigorous monitoring and assessment cycles inform CPD for all staff.</p> | <p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> | 2, 3 |

| <p>PP pupils do not attain as well as their peers in Phonics or RWM in KS1:</p> <table border="1" data-bbox="103 257 411 450"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics</td> <td>85%</td> <td>71%</td> <td>100%</td> <td>-29%</td> </tr> <tr> <td>Y2 Phonics</td> <td>95%</td> <td>67%</td> <td>83%</td> <td>-16%</td> </tr> </tbody> </table> <p>2024 Reading Outcomes:</p> <table border="1" data-bbox="103 539 472 629"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>60%</td> <td>67%</td> </tr> </tbody> </table> <p>2024 Maths Outcomes:</p> <table border="1" data-bbox="103 712 472 801"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>67%</td> <td>83%</td> </tr> </tbody> </table> <p>2024 Writing Outcomes:</p> <table border="1" data-bbox="103 853 472 943"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>60%</td> <td>54%</td> </tr> </tbody> </table> | | All | PP | Non-PP | Gap | Y1 Phonics | 85% | 71% | 100% | -29% | Y2 Phonics | 95% | 67% | 83% | -16% | | PP | Non-PP | KS1 | 60% | 67% | | PP | Non-PP | KS1 | 67% | 83% | | PP | Non-PP | KS1 | 60% | 54% | <p>Staff to attend Trust network days to support the development of QofE.</p> <p>SLT to support and model high quality first wave 1 teaching across school to ensure teaching is at least good.</p> <p>DoT&L and AHT to support newly appointed English Leads in development of reading fluency to enhance LIRA teaching and ensure pupils catch up.</p> <p>School leaders to engage in range of CPD designed to improve standards and lead high quality CPD and training with staff across school inc.</p> <ul style="list-style-type: none"> - Evidence informed Leadership supporting disadvantaged pupil in English - EAL Champions - Lexia - Supporting disadvantaged pupils in EYFS - NPQL; NPQML <p>Use of additional HLTAs to deliver PPA to ensure a team/paired approach to planning, preparation and assessment.</p> <p>Clear identification of disadvantaged pupils and their needs to be highlighted through moderation challenge meetings, pupil progress meetings and identification of strategies on cohort action plans.</p> | <p><i>EFF research suggests that effective feedback improve learning by an additional 8 months. Feedback Toolkit Strand Education Endowment Foundation EFF</i></p> <p><i>EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EFF blog: Shining a spotlight on reading fluency EFF (educationendowmentfoundation.org.uk)</i></p> | |
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| | All | PP | Non-PP | Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Phonics | 85% | 71% | 100% | -29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 Phonics | 95% | 67% | 83% | -16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| KS1 | 60% | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Priority 2: To improve phonics attainment of PP pupils and continue to narrow/sustain gap between peers.</p> <p>Identification: Historically PP pupils do not attain as well as their peers in Phonics.</p> <p>See above data</p> | <p>Phonics lead to continue engagement with RWINC. to ensure consistent high quality phonics teaching across EYFS and KS1 inc. engaging in CPD and leading training with staff.</p> <p>Phonics lead to identify strategies to close gaps in phonics and ensure children continue to make good progress towards reading and reading comprehension.</p> <p>CPD for teachers/Tas on phonics approach, resourcing and assessment.</p> <p>Resources to support phonics approach, including early reading resources.</p> <p>Allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics.</p> | <p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</i></p> <p><i>EFF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>Phonics EFF (educationendowmentfoundation.org.uk)</p> | 1, 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Budgeted cost: £33,120

| Measure | Activity | Evidence that supports this approach | Challenge number(s) addressed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Priority 1: To improve the attainment of PP pupils narrowing the gap between PP Pupils and their peers.</p> <p><u>Identification:</u> PP pupils do not attain as well as their peers in Phonics or RWM in KS1:</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics</td> <td>85%</td> <td>71%</td> <td>100%</td> <td>-29%</td> </tr> <tr> <td>Y2 Phonics</td> <td>95%</td> <td>67%</td> <td>83%</td> <td>-16%</td> </tr> </tbody> </table> <p><u>2024 Reading Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>60%</td> <td>67%</td> </tr> </tbody> </table> <p><u>2024 Maths Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>67%</td> <td>83%</td> </tr> </tbody> </table> <p><u>2024 Writing Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>60%</td> <td>54%</td> </tr> </tbody> </table> | | All | PP | non-PP | Gap | Y1 Phonics | 85% | 71% | 100% | -29% | Y2 Phonics | 95% | 67% | 83% | -16% | | PP | Non-PP | KS1 | 60% | 67% | | PP | Non-PP | KS1 | 67% | 83% | | PP | Non-PP | KS1 | 60% | 54% | <p>Using 2024 data and baseline data (as appropriate) identify and establish small group interventions for pupils working below age related expectations in RWM. SLT to work alongside SENDCo to devise and implement an intervention policy, tracking system, and menu of evidence-based interventions to be delivered.</p> <p>Use of adapted cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in RWM. CPD and support from SLT in relation to creation, implementation and monitoring impact of CAPs.</p> <p>Use YARC reading assessment tool and reading plus to identify needs and target pupils and accurately pitch reading interventions and monitor progress over time.</p> <p>Implementation of intervention timetables and effective deployment of support staff to ensure bottom 20%/target pupils have consistent access to support through target group interventions- wave 2.</p> <p>Use of Arbor tracking to monitor and track progress of interventions and the impact of this on improving standards/outcomes.</p> <p>Use CGP and CGP Stretch and ninja comprehension to ensure appropriate pitch and challenge in delivery of targeted support inc. text level, questioning etc.</p> <p>CPD delivered to TAs to support the delivery and monitoring of evidenced based intervention e.g. Lexia; YARC. TAs to deliver appropriate interventions.</p> <p>Additional before/after-school boosters sessions provided for pupils in Y2/Y6 in RWM, targeting disadvantaged pupils.</p> | <p><i>EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Reading comprehension strategies are high impact on average (+6 months)...</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions...</i></p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | 2, 3 |
| | All | PP | non-PP | Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Priority 2: To improve phonics attainment of PP pupils and continue to narrow/sustain gap between peers.</p> <p><u>Identification:</u> Historically PP pupils do not attain as well as their peers in Phonics.</p> <p>Data as above</p> | <p>Using 2024 data and baseline data (as appropriate) identify and establish small group and 1:1 interventions for pupils working below age related expectations in phonics.</p> <p>Use of cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in Phonics.- Support/CPD from SLT.</p> <p>CPD to be delivered to TAs/new staff (inc. ECTs) to upskill their phonics skills and knowledge in delivering effective intervention.</p> <p>1:1 phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress.</p> | <p><i>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</i></p> <p><i>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance.pdf</i></p> | 1, 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Priority 3: To improve SLC of PP pupils across EYFS & Y1.</p> | <p>Implementation of evidenced based intervention to support development of SLC across EYFS (and Year 1)</p> | <p><i>Research identifies positive outcomes for pupils through targeted intervention from EYP support.</i></p> | 1, 2, 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Identification: PP pupils enter EYFS working well below ARE particularly in SLC</p> <table border="1"> <thead> <tr> <th>Area</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Managing Self</td> <td>89%</td> <td>85%</td> </tr> <tr> <td>Building Relationships</td> <td>89%</td> <td>81%</td> </tr> <tr> <td>Comprehension</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>Fine Motor Skills</td> <td>100%</td> <td>78%</td> </tr> <tr> <td>Listening, A & U</td> <td>89%</td> <td>70%</td> </tr> <tr> <td>Speaking</td> <td>78%</td> <td>74%</td> </tr> <tr> <td>Natural World</td> <td>78%</td> <td>70%</td> </tr> <tr> <td></td> <td>All</td> <td>PP</td> <td>Non-PP</td> </tr> <tr> <td>EYFS GLD</td> <td>65%</td> <td>60%</td> <td>67%</td> </tr> </tbody> </table> | Area | PP | Non-PP | Managing Self | 89% | 85% | Building Relationships | 89% | 81% | Comprehension | 78% | 67% | Fine Motor Skills | 100% | 78% | Listening, A & U | 89% | 70% | Speaking | 78% | 74% | Natural World | 78% | 70% | | All | PP | Non-PP | EYFS GLD | 65% | 60% | 67% | <p>to ensure development of early language and listening skills.</p> <p>TAs to be trained in delivery of tracking of intervention.</p> <p>Eal Champions CPD for EY Lead to be cascaded to all staff in EYFS/KS1 to support Eal learners language development.</p> | <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p> | |
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| Area | PP | Non-PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Managing Self | 89% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Building Relationships | 89% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 78% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Motor Skills | 100% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening, A & U | 89% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking | 78% | 74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural World | 78% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All | PP | Non-PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS GLD | 65% | 60% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Budgeted cost: £35,190

| Measure | Activity | Evidence that supports this approach | Challenge number(s) addressed | | | | | | | | | | | | | | | | | | | | | |
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| <p>Priority 1: Reduce PA and improve and sustain attendance rates of disadvantaged pupils.</p> <p>Identification: Attendance data indicates attendance of disadvantaged pupils is lower than non-disadvantaged and rates of PA are significantly higher.</p> <table border="1"> <thead> <tr> <th>Summer Term MFPS</th> <th>%</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>Whole School:</td> <td>92.9</td> <td>21.8</td> </tr> <tr> <td>Girls:</td> <td>94.3</td> <td>17.6</td> </tr> <tr> <td>Boys:</td> <td>91.9</td> <td>25.5</td> </tr> <tr> <td>Dis:</td> <td>90.1</td> <td>35.4</td> </tr> <tr> <td>Non-Dis:</td> <td>95.0</td> <td>11.6</td> </tr> <tr> <td>SEND:</td> <td>90.3</td> <td>30.4</td> </tr> </tbody> </table> | Summer Term MFPS | % | PA | Whole School: | 92.9 | 21.8 | Girls: | 94.3 | 17.6 | Boys: | 91.9 | 25.5 | Dis: | 90.1 | 35.4 | Non-Dis: | 95.0 | 11.6 | SEND: | 90.3 | 30.4 | <p>Whole School approach and CPD to ensure all staff are working with families to support attendance and reduce PA.</p> <p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>Development and implementation of an attendance strategy plan linked to DfE Working Together to Improve School Attendance Guidance & work with Inclusive Attendance.</p> <p>Monthly attendance monitoring meetings HT/Pupil Welfare Lead (PWL).</p> <p>Appropriate actions are taken by PWL/EWO inc. ISAPs, home visits etc.</p> <p>SLA with EWS - EWO to work with the attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted weekly as required.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>QFT and the develop of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p> | <p><i>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</i> https://assets.publishing.service.gov.uk/gov https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/Th_e_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p> | 4 |
| Summer Term MFPS | % | PA | | | | | | | | | | | | | | | | | | | | | | |
| Whole School: | 92.9 | 21.8 | | | | | | | | | | | | | | | | | | | | | | |
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| Dis: | 90.1 | 35.4 | | | | | | | | | | | | | | | | | | | | | | |
| Non-Dis: | 95.0 | 11.6 | | | | | | | | | | | | | | | | | | | | | | |
| SEND: | 90.3 | 30.4 | | | | | | | | | | | | | | | | | | | | | | |
| <p>Priority 2: To provide support for disadvantaged pupils with SEMH needs.</p> <p>Identification: A high % of disadvantaged pupils come to school with social, emotional needs which create barriers to learning.</p> <p>18/51 SEND pupils with SEMH needs: 35% of SEND cohort.</p> | <p>Whole school CPD from Inclusive Attendance to support families with weaker attendance/at risk of PA.</p> <p>PWL/Pastoral TA/SENDCO to ensure early identification of pupils with SEMH difficulties and relevant action taken.</p> <p>DS Counselling/Compass/Nurture support for identified pupils.</p> <p>Pastoral Team/SEND team to:</p> <ul style="list-style-type: none"> - Support and identify EHA for families. - Support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help with SEMH needs. | <p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement,</i></p> | 2, 4, 5 | | | | | | | | | | | | | | | | | | | | | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| | <ul style="list-style-type: none"> - Attend/conduct TAF meetings. - Conduct parent support sessions and parenting workshops. - Implement and lead nurture groups for identified pupils. <p>Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported.</p> | <p><i>crime, employment and income.</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | |
| <p>Priority 3: Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p><u>Identification:</u> 2024 data shows disadvantaged pupils with SEND are low attaining and progress is not in line with peers.</p> <p>31/51 pupils with SEND are also disadvantaged: 61%</p> | <p>Continuation of brokerage support for SENDCO.</p> <p>Monthly SEND monitoring meetings SLT/SENDCO.</p> <p>SEND/PP pupil progress meetings conducted at key assessments points with SENDCO/staff and SENCO/SLT</p> <p>Whole school provision/intervention map created with SENDCO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through develop of School Support Plans to ensure appropriate targets, action and support for all pupils on SEND register.</p> <p>Clear channels of communication with parents/carers.</p> <p>Implementation of SEND curriculum adaptation document/CPD to ensure all pupils are supported to access learning.</p> | <p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i></p> <p><i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</p> | 1, 2, 3, 4, 5 |
| <p>Priority 4: Develop strategies to further improve the engagement of parents/carers.</p> <p><u>Identification:</u> Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low.</p> | <p>School, Pastoral TA, SEND team & PWL to develop parental engagement and ensure this supports learning at home.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, Arbor, Twitter, etc.</p> <p>Subscription to Seesaw to provide platform for home learning.</p> <p>Regular parent workshops are conducted by staff/PWL inc. SATs workshops. Termly Parent open afternoons to view pupil work and speak with staff.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p> | <p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p> | 4, 5 |
| <p>Priority 5</p> <p>Ensure disadvantaged pupils are involved in wider curriculum opportunities to increase their exposure to both social and cultural capital.</p> <p><u>Identification:</u> Limited uptake in wider curriculum activities from disadvantaged children in comparison to their peers.</p> | <p>Subsidise the cost of trips, visits and clubs to ensure financial capital does not impact on pupils' opportunities to develop social and cultural experiences. Ring fence a percentage of these spaces for disadvantaged pupils to ensure inclusion.</p> <p>Provide all stakeholders with the school's Personal Development Offer that outlines the planned wider curriculum opportunities provided to pupils over their primary phase.</p> | | |

| | | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | <p>Promote the importance of social and wider curriculum opportunities to families through regular communication, highlighting the impact such activities will have on pupils' wellbeing, social skills and confidence.</p> <p>Collect pupil parent/carer voice on the personal development offer to ensure clubs and trips are purposeful to meet the current needs of the community.</p> | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Total budgeted cost: £172,621

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Assessments and data outcomes 2023/24 highlight that the attainment of disadvantaged pupils has continued to improve, narrowing gaps in specific areas:

- KS1 Reading (-7%), Writing (-6%), & Combined (+1%)
- KS2 Writing (-7%)

Gaps have also narrowed within interim year groups. Y3 Reading (-3%) for example.

Attainment gaps still remain across Y1 and Y2 Phonics and will continue to a key focus in this strategy statement.

Although overall attendance in 2023/24 was lower than in 2022-23 at 92.9% the school has and continues to utilise a variety of strategies and all within its statutory power to secure improvement.

| % | 2017-18 | 2018-19 | 2019- March 2020 (COVID) | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|----------------|---------|---------|--------------------------|---------|---------|---------|---------|
| Overall | 94.1% | 93.3% | 94.2% | 96.2% | 94.5% | 92.6% | 92.9% |
| PA | 19.4% | 21.2% | 14.8% | 12.5% | 17.6% | 27.7% | 21.8% |

Attendance of disadvantaged pupils was 90.1% and is below that of their peers, at 95.0%; however, attendance tracking of PA & disadvantaged pupils demonstrates the impact of strategies and actions implemented with increases being noted in pupil attendance. Persistent absence of disadvantaged pupils, at 35.4% remained higher than non-disadvantaged and remains a focus of the current plan. A more focused attendance strategy linked to current legislation and CPD for all staff is the prime focus for 24.25 year. Attendance champions (SLT) have worked with Wayne Harris at Inclusive Attendance to ensure attendance approaches are robust and supportive in nature.

Monitoring and tracking indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to a range of factors and influences including current economic/financial crisis, ACEs and the context of the area the school serves. The impact of this is particularly acute for disadvantaged pupils. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required; these approaches continued to be built upon as highlighted in the activities detailed in this plan. This has included, but not limited to, daily nurture support, engagement with support services, such as, Compass, Branching Minds, Counselling, etc.

| Aim | Outcome |
|-----|---------|
|-----|---------|

Continue to raise and sustain the attainment of pupils eligible for the pupil premium grant in phonics.

2024 Phonics:

71% PP (AVG: 32.3)/100% Non-PP (AVG:36.3)

Success Criteria

An increased number of PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national.
Target 2025: 80%+

Effective implementation and delivery of the school’s approach to the teaching of phonics has supported improvements in teaching, provision and standards. This has included whole school CPD and development in relation to the school’s chosen Phonics scheme.

CPD improved teaching- consistent approach embedded- impacting on standards. Monitoring of phonics indicates that 100% of phonics teaching is good or better. Support from English Hub has been effective in developments made at whole school level.

Strategies outlined in phonics strategy plan e.g. daily phonics; phonic target groups & 1:1 intervention impacted positively on progress and attainment;

Average score of phonics screening check for all pupils was:

Y1- 34 Y2- 34

| | All | PP | Non- PP | Gap | Commentary |
|-------------------|-----|-----|---------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y1 Phonics | 85% | 71% | 100% | -29% | X6 pupils not passing screening x3 have additional needs. X6 pupils will be disadvantaged. These pupils will be targeted next academic year through 1:1 phonics intervention and twice daily teaching, they will complete the re-check in Y2. |
| Y2 Phonics | 95% | 67% | 83% | -16% | X3 pupils not passing Y2 check all have additional SEND, 1 has EHCP, these pupils will be targeted for additional support and intervention in Y3 |

Increase the attainment of pupil eligible for pupil premium grant in reading and maths.

2024 Reading Outcomes:

| | PP | Non-PP |
|------------|-----|--------|
| KS1 | 60% | 67% |
| KS2 | 84% | 79% |

2024 Maths Outcomes:

| | PP | Non-PP |
|------------|-----|--------|
| KS1 | 67% | 83% |
| KS2 | 84% | 79% |

Increase the attainment of pupil eligible for pupil premium grant in writing to impact on combined outcomes.

2024 Writing Outcomes:

| | PP | Non-PP |
|------------|-----|--------|
| KS1 | 60% | 54% |
| KS2 | 68% | 75% |

Success Criteria

By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed.

Consistent approach to teaching through ALC across RWM.

Improved profile of teaching; Summer term 2024- 100% of teaching good or better.

Stronger teaching profile has impacted on improving standards in 2024 outcomes specifically in KS1 where there has been a narrowing or closing of the gap between PP and non-PP in most subjects.

Book scrutiny indicates that improved marking & feedback is impacting on pupil outcomes and moving learning forward; consistent approach & policy is embedded. Summer Term- 100% of work scrutiny conducted- good/better.

Where marking & feedback is stronger this is reflected in progress of PP pupils- sig. % of PP making typical/rapid progress July 24:

Through cohort pupil progress meetings & sharing of PP progress meeting, teachers are acutely aware of PP target pupils- this is reflected in cohort action plans.

Sig. % of PP making typical/rapid progress July 24:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Reading | 95% (T) 26% (R) | 92% (T) 21% (R) | 95% (T) 63% (R) | 97% (T) 18% (R) | 94% (T) 14% (R) | 100% (T) 72% (R) |
| Writing | 83% (T) 19% (R) | 83% (T) 28% (R) | 95% (T) 55% (R) | 89% (T) 13% (R) | 89% (T) 8% (R) | 98% (T) 67% (R) |
| Maths | 95% (T) 21% (R) | 97% (T) 5% (R) | 93% (T) 65% (R) | 97% (T) 8% (R) | 86% (T) 5% (R) | 100% (T) 79% (R) |

Attainment:

| | All | PP | Non- PP |
|-------------|-----|-----|---------|
| EYFS GLD | 65% | 60% | 67% |
| Y1 Phonics | 85% | 71% | 100% |
| Y2 Phonics | 95% | 67% | 83% |
| KS1 Reading | 64% | 60% | 67% |
| KS1 Writing | 55% | 60% | 54% |
| KS1 Maths | 72% | 67% | 83% |
| KS1 RWM | 53% | 53% | 54% |
| KS2 Reading | 81% | 84% | 79% |
| KS2 Writing | 72% | 68% | 75% |
| KS2 Maths | 81% | 84% | 79% |

| | KS2 RWM | 72% | 68% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Increase the attainment of PP pupils in EYFS and increase progress rates.</p> <p><u>2024 GLD:</u> PP 60% / Non PP 67%</p> <p>Success Criteria</p> <p>An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers.</p> | <p>Consistent approach to curriculum teaching and objective led planning through ALC across EYFS.</p> <p>Improved profile of teaching; Summer term 2024- 100% of teaching good or better. All teaching in EYFS is good or better – it is a strength of the school.</p> <p>Stronger teaching profile has impacted on improving standards in 2024 outcomes where there has been a narrowing or closing of the gap between PP and non PP across specific areas of learning:</p> <table border="1"> <thead> <tr> <th>Area</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Managing Self</td> <td>89%</td> <td>85%</td> </tr> <tr> <td>Building Relationships</td> <td>89%</td> <td>81%</td> </tr> <tr> <td>Comprehension</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>Fine Motor Skills</td> <td>100%</td> <td>78%</td> </tr> <tr> <td>Listening, A & U</td> <td>89%</td> <td>70%</td> </tr> <tr> <td>Speaking</td> <td>78%</td> <td>74%</td> </tr> <tr> <td>Natural World</td> <td>78%</td> <td>70%</td> </tr> </tbody> </table> <p>Through cohort pupil progress meetings & sharing of PP progress meeting, teachers are acutely aware of PP target pupils- this is reflected in cohort action plans.</p> <p>Sig. % of PP making rapid progress July 24:</p> <table border="1"> <thead> <tr> <th></th> <th>F2</th> </tr> </thead> <tbody> <tr> <td>Word Reading</td> <td>78% (T) 56% (R)</td> </tr> <tr> <td>Writing</td> <td>67% (T) 44% (R)</td> </tr> <tr> <td>Number</td> <td>78% (T) 56% (R)</td> </tr> </tbody> </table> <p>Attainment:</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>65%</td> <td>60%</td> <td>67%</td> </tr> </tbody> </table> | | | | | Area | PP | Non-PP | Managing Self | 89% | 85% | Building Relationships | 89% | 81% | Comprehension | 78% | 67% | Fine Motor Skills | 100% | 78% | Listening, A & U | 89% | 70% | Speaking | 78% | 74% | Natural World | 78% | 70% | | F2 | Word Reading | 78% (T) 56% (R) | Writing | 67% (T) 44% (R) | Number | 78% (T) 56% (R) | | All | PP | Non- PP | EYFS GLD | 65% | 60% | 67% |
| Area | PP | Non-PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Managing Self | 89% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Building Relationships | 89% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 78% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Motor Skills | 100% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening, A & U | 89% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking | 78% | 74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural World | 78% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | F2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Number | 78% (T) 56% (R) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All | PP | Non- PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS GLD | 65% | 60% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Continue to improve and raise the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.</p> <p><u>July 2024 Attendance:</u> PP 90.1% / Non PP 95.0%</p> <p>Success Criteria</p> <p>There is an improvement in the % of disadvantaged pupils meeting the schools attendance target which impacts on the overall attendance % for PP.</p> | <p>Leaders have employed all statutory duties outlined in the DfE Working Together to Improve School Attendance guidance 2024. Leaders have worked alongside Wayne Harris at Inclusive Attendance to outline a specific action plan and cascade these messages to all staff across school leading to a whole-school approach.</p> <p>The home-school attendance agreement has been updated in line with latest DfE guidelines. In line with policy:</p> <ul style="list-style-type: none"> x 25 families were sent a letter one to raise their awareness of the fact that attendance is a concern. x 17 Internal School Attendance Panels (ISAPs) were conducted for pupils causing concerns in relation to PA. x 6 PN1 were issued to families. x 71 PN2 were issued for unauthorised holidays. <p>Weekly tracking and intervention to support families and improve the attendance of identified pupils is embedded. Regular attendance KITs have enabled leaders to identify key pupils and evaluate the effectiveness of actions, amending as appropriate.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------------------------|----------------------|
| Read, Write, Inc | Ruth Miskin |
| Lexia | Core 5 |
| Emotional Literacy Support & Advice | ELSA |
| Reading Plus | Reading Solutions UK |
| NELI | Nuffield |
| EaL Champions | Tykes/BMBC |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Reviewing policy and embedding more effective practice around marking and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
Providing high-quality feedback to pupils is integral to effective teaching.
<https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/>
- Ensuring the DfE grant to train a senior mental health lead is utilised effectively and engaging with external services and support to audit current practice and identified strategies and actions to improve pupil wellbeing.

Planning, implementation, and evaluation

Evaluation of previous strategies and actions informed the development of the updated pupil premium strategy. Evidence from multiple sources of data including assessments, work scrutiny, pupil/staff voice, lesson observations has been triangulated to support the identification of challenges faced by disadvantaged pupils.

When planning the Pupil Premium Strategy Statement a tiered approach, based on EEF evidence was adopted, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

Challenges linked to each tier and the mitigating actions have been identified. These are intrinsically linked to the school improvement plan to ensure they are prioritised and impact of actions is regularly monitored.

| Area | Challenge | Mitigating action |
|------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Providing adequate time for professional development. | Effective and efficient use of staff meetings and INSET days. Development of a CPD and monitoring cycle. Use of SLT/Director support to lead highly effective and focused CPD |
| Targeted support | Ensuring CPD and support is provided to support the effective implementation and delivery of interventions. | Senior leadership work alongside SENDco to implement intervention policy, menu, tracking and ensure CPD for staff delivering intervention. |
| Wider strategies | Developing a change in mindset to attendance and the importance of education. | Development of an attendance strategy action plan linked to the DfE Working Together to Improve School Attendance guidance. |

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.