

Pupil premium strategy statement – Edale Rise Primary and Nursery School

This statement details our school's use of pupil 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	232 (2024-2025)
Proportion (%) of pupil premium eligible pupils	49% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andrew Sharp (Chair of Governors)
Pupil premium lead	Dean-Michael Crosby (Headteacher)
Governor / Trustee lead	Andrew Sharp (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,720 (2024-2025)
Recovery premium funding allocation this academic year	£0 (2024-2025)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

At Edale Rise, our vision is that all children make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they may face. Our pupil premium strategy focusses on supporting disadvantaged children, including those who are already high attaining, in achieving this vision. It is rooted in research and is in line with our school's overarching vision:

- To improve the life chances of every child through the pursuit of knowledge
- To ensure all children are well-rounded pupils with strong moral values through the 'Take Care' approach

High quality teaching, partnered with a knowledge-rich curriculum across all subjects, sits at the centre of our pupil premium approach. Through assessments, observations and discussions with staff, children and parents, we have identified specific areas where our disadvantaged children require the most support. Developing these areas both in terms of curriculum design and teaching approaches will close the disadvantaged attainment gap and benefit the non-disadvantaged children in school.

Our strategy ensures there is targeted support for those identified as needing it through the National Tutoring Programme and other programmes. Edale has a robust assessment policy which helps identify those in need early and target effectively.

Edale's strategy also considers wider school approaches shown to improve wellbeing, attendance and attainment. These approaches are based in current research and are adapted to meet the needs of children at Edale.

Our strategy will be responsive to common challenges and individual needs, rooted in on going formative and summative assessment. The approaches we have adopted complement each other to help children excel. Our strategy aims to:

- Improve academic attainment across all subjects especially phonics, reading, writing and maths for all children
- Improve wellbeing for all children
- Improve attendance for all children
- Implicit throughout our strategy is that all these actions will benefit all children and that the attainment and wellbeing gap between disadvantaged and non-disadvantaged will close.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language</p> <p>Assessments, observations and discussions with children indicate underdeveloped oral language skills in our children. This is evident from entry in Nursery through to KS2. For example, on entry to Reception in 2021-2022, 55% of non-disadvantaged were assessed as on track for expected compared to 38% of disadvantaged children.</p>
2	<p>Knowledge & Vocabulary</p> <p>Assessments and observations suggest that our disadvantaged children possess a knowledge and vocabulary gap when compared to their peers from less disadvantaged positions. This gap affects reading comprehension as comprehension relies so heavily on background knowledge. This gap was exacerbated by the pandemic as children experienced limited life experiences and knowledge building opportunities in school.</p>
3	<p>Phonics</p> <p>Assessments and observations suggest that our disadvantaged children have greater difficulty with phonics than their peers and fewer pass the phonics screening check in Y1. This negatively impacts their development as readers. In 2021-2022, 42% of disadvantaged children passed the screening check in Y1, compared to 67% of non-disadvantaged children.</p>
4	<p>Reading Attainment</p> <p>Internal and external assessments indicate that reading attainment of disadvantaged children is lower than that of their non-disadvantaged peers. Assessments and observations of pupils indicate that a higher score on reading fluency assessments is a strong predictor of overall reading success.</p>
5	<p>Writing Attainment</p> <p>Assessments and observations suggest that writing attainment of our disadvantaged children is lower than that of their non-disadvantaged peers. Close analysis indicates that disadvantaged children are often behind their peers in terms of both transcription and composition.</p>
6	<p>Maths Attainment</p> <p>Assessments and observations suggest that maths attainment of our disadvantaged children is lower than that of their non-disadvantaged peers. Close analysis indicates that our disadvantaged children have larger gaps in their knowledge regarding place value, arithmetic, fractions and mental fluency.</p>
7	<p>Wellbeing & Involvement</p>

	Assessments, observations and discussions with children, parents and staff suggest that our disadvantaged are more likely to be struggling with wellbeing and involvement than their peers. Our Leuven scale assessments confirm that disadvantaged children do not score as highly as non-disadvantaged children in terms of wellbeing and involvement. Children who score low on wellbeing and involvement are less happy than their peers and are not able to achieve their potential academically
8	Attendance Attendance data shows that the attendance of disadvantaged children is lower than that of their non-disadvantaged peers. This demonstrates the need for further sustained attendance intervention and support.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics outcomes among disadvantaged children	Y1 phonics screening check in 2024/2025 show that more than 82% of disadvantaged children pass.
Improved reading attainment among disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.
Improved writing attainment among disadvantaged children	KS2 writing outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.
Improved maths attainment among disadvantaged children	KS2 maths outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged children	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> Leuven 'Wellbeing and Involvement' assessments being in-line with non-disadvantaged children qualitative data from student voice, student and parent surveys and teacher observations

	participation in enrichment activities of disadvantaged children is in-line or above that of non-disadvantaged children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall school attendance being 96% or above the attendance rate of disadvantaged and non-disadvantaged to be broadly in-line the percentage of all pupils who are persistently absent being below 10% <p>the percentage of disadvantaged children who are persistently absent being in-line with their non-disadvantaged peers</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to embed sustained shared thinking in EYFS and in KS1 continuous provision</p> <p>We will continue to embed and refine our use of 'Votes for</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>	1, 2, 3, 7

<p>Schools' to provide explicit opportunities for class discussions in KS1 and KS2</p>		
<p>Embedding the knowledge-rich curriculum across school.</p> <p>Release time for subject leaders to monitor and develop their subject</p> <p>Knowledge-rich schemes to be purchased in subjects requiring further development</p> <p>Staff CPD on implementing a knowledge rich curriculum</p>	<p>A knowledge-rich curriculum, implemented effectively, improves background knowledge of all children and reduces the knowledge gap. A significant amount of research shows that those from a disadvantaged background have “the most to gain from a knowledge rich curriculum and the most to lose from its absence” (Hirsch 2016)</p> <p>Hirsch, ED (2016) Why Knowledge Matters: Rescuing our Children from Failed Educational Theories</p>	<p>1, 2, 4, 5, 7</p>
<p>Embedding the ‘Sounds Write’ phonics schemes across EYFS – Y3</p> <p>Release time for Phonics Lead to monitor implementation of the scheme</p> <p>Release time for teachers to work in coaching/mentoring sessions with the Phonics Lead</p> <p>Continue to enhance the quality and availability of books matched to the phonics scheme and the provision</p>	<p>Sounds Write is a DfE approved phonics scheme. 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 7</p>

<p>Enhancement of our teaching of reading in line with the DfE and EEF guidance.</p> <p>Continuing to embed and refine our Edale Rise reading curriculum</p> <p>CPD for teachers and teaching assistants in teaching reading fluency and comprehension strategies both as whole class and group/1:1 interventions</p> <p>Release time for reading leaders to monitor implementation of our reading curriculum</p> <p>Engage with the Literacy Priority project regarding reading and reading fluency</p> <p>Release time for teachers to work in coaching/mentoring sessions with reading leaders</p>	<p>There is a strong evidence base supporting the explicit teaching of reading fluency as a whole class, group and a 1:1 strategy. Research shows developing fluency has a strong impact on disadvantaged children (Herts, 2018)</p> <p>There is an equally strong evidence base for teaching comprehension strategies; however, this is as a short-term intervention.</p> <p>Edale will continue to refine and embed its research informed reading curriculum & approach</p> <p>Reading Fluency Disadvantaged Herts for Learning</p> <p>EEF Guidance Report Improving Literacy in Key Stage 1 EEF</p> <p>EEF Guidance Report Improving Literacy in Key Stage 2 EEF</p> <p>Reading at Edale – Intent and Implementation</p>	<p>2, 4</p>
<p>Enhancement of our teaching of writing and curriculum planning across school in line with the DfE and EEF guidance</p> <p>CPD for all staff in embedding and refining the Edale</p>	<p>The EEF guidance is based on a range of best available evidence. Edale’s intent and implementation of writing is grounded in this evidence.</p> <p>EEF Guidance Report Improving Literacy in Key Stage 1 EEF</p> <p>EEF Guidance Report Improving Literacy in Key Stage 2 EEF</p>	<p>5</p>

<p>Rise writing curriculum: process and intent documents (inform, entertain, persuade and discuss)</p> <p>We will fund teacher release time to work with leaders in coaching/mentoring sessions to develop their writing pedagogy.</p> <p>Engage with the Literacy Priority project regarding writing and writing curriculum</p> <p>Implement the Sounds and Syllables Curriculum</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will purchase a subscription to the DfE approved scheme, Power Maths.</p> <p>We will fund teacher release time to work with leaders in coaching/mentoring sessions to develop their maths pedagogy, especially around mental fluency and the embedding of the Power Maths scheme.</p>	<p>There is guidance from the NCTEM that draws 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>	6
<p>Purchase of standardised diagnostic</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each</p>	4, 6

<p>assessments in KS1 and KS2.</p> <p>CPD for staff to ensure assessments are interpreted and administered correctly.</p> <p>Implement the use of SMARTGrade Assessments to inform key gaps in children's knowledge</p>	<p>pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Develop and embed the use of the Edale Rise Teaching and Learning Principles</p> <p>CPD for staff to deepen their understanding of high-quality, evidence informed teaching and learning principles</p> <p>We will fund teacher release time to work with leaders in coaching/mentoring sessions to develop their understanding of the teaching and learning principles</p>	<p>There is a strong evidence base to show that high quality teaching is the most important lever schools have to improve outcomes for their pupils. There is a significant evidence base to show that, when partnered with a knowledge-rich curriculum, an approach to teaching and learning that utilises Rosenshine's Principles of Instruction can have a significant impact on pupil outcomes.</p> <p>High Quality Teaching Maximising Learning EEF</p> <p>Rosenhine, B (2012) Principles of Instruction</p>	2, 7

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

Budgeted cost: £36,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding pre and post teaching sessions across school in reading, writing and	Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to	1, 2, 4, 5, 6, 7

<p>maths sessions, especially for those who are new to English</p> <p>Review interventions in English, via the Literacy Priority project and assign CPD as appropriate</p> <p>Continue to prioritise release time for class teachers to facilitate reading fluency interventions in KS2</p> <p>Continue to embed phonics and fluency interventions in KS1</p>	<p>support lower attaining pupils, both one-to-one and in small groups</p> <p><u>1:1 Tuition EEF</u></p> <p><u>Small Group Tuition EEF</u></p> <p><u>Providing Equity through Pre-teaching Trundley et al 2017</u></p>	
<p>Providing communication and language interventions in EYFS and KS1 e.g. Early Talk Boost, EMAG sessions</p>	<p>Oral language interventions have been shown to have a positive on attainment</p> <p><u>Oral Language Intervention EEF</u></p>	<p>1, 2, 4, 7</p>
<p>Full time Learning Mentor to support children who require regular 1:1 sessions or small groups sessions to engage with academic work</p>	<p>Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to support lower attaining pupils, both one-to-one and in small groups.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><u>1:1 Tuition EEF</u></p> <p><u>Small Group Tuition EEF</u></p> <p><u>Social and Emotional Learning EEF</u></p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Social and Emotional Interventions led by trained staff available e.g. ELSA, Think Children</p>	<p>There is extensive evidence associating childhood social and emotional skills with</p>	<p>7, 8</p>

	improved outcomes at school and in later life <u>Social and Emotional Learning EEF</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £23,710 (2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning Mentor to support children who require regular 1:1 sessions or small groups sessions to explore emotional and behaviour strategies such as 'Zones of Regulation'	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life <u>Social and Emotional Learning EEF</u> <u>Zone of Regulation Research Summary</u>	7, 8, 1, 2, 3, 4, 5, 6
Part-time Attendance Officer to support and work with families of all children to promote and improve attendance to be in-line with non-pupil premium peers	Evidence suggests that working closely with families struggling with attendance can have positive impact on pupil outcomes <u>Attendance Interventions EEF</u>	7, 8, 1, 2, 3, 4, 5, 6
We will fund after school clubs 4 days a week for the whole year. We will also subsidise school trips and visitors to ensure no child misses out on high-quality enrichment activities	There is extensive literature regarding the importance of life experiences outside of the classroom and the positive impact this can have upon wellbeing and attainment <u>Willingham, DT (2021) Why Don't Students Like School?: A Cognitive Scientist Answers</u>	2, 4, 5, 7, 8

	<u>Questions About How the Mind Works and What It Means for the Classroom</u>	
Social and Emotional Interventions led by trained staff available e.g. ELSA, Think Children	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life <u>Social and Emotional Learning EEF</u>	7, 8

Total budgeted cost: £131,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-2024

School overview

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Sharp (Chair of Governors)
Pupil premium lead	Dean-Michael Crosby (Headteacher)
Governor / Trustee lead	Andrew Sharp (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year	£12,905
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£104,570

Intended outcomes

Intended outcome	Success criteria Summer 2025	Review Summer 2024
Improved oral language skills and vocabulary among	Assessments and observations indicate significantly improved oral language among	EYFSP 2022 Pupil Premium: <ul style="list-style-type: none"> Listening, Attention and Understanding: 38% EXS

disadvantaged children	disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<ul style="list-style-type: none"> • Speaking: 38% <p>EYFSP 2023 Pupil Premium:</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding: 83% EXS ↑ • Speaking: 75% EXS ↑ <p>EYFSP 2024 Pupil Premium:</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding: 47% EXS ↑ • Speaking: 33% EXS ↓ • (-N2E & SEND) Listening, Attention and Understanding: 67% EXS ↑ • (-N2E & SEND) Speaking: 50% EXS ↑ <p>EYFSP in listening, attention and understanding, and speaking continues to show an improvement from 2022. The dip from 2023 can be attributed to the overrepresentation of SEND and N2E within the pupil premium cohort, as reflected in the controlled numbers.</p> <p>Next Steps 2024-2025:</p> <ul style="list-style-type: none"> • Continue to develop and embed the school's explicit vocabulary curriculum • Continue to embed the school's approach to oracy through the curriculum, specifically the 'Votes for Schools' sessions
Improved phonics outcomes among disadvantaged children	Y1 phonics screening check in 2024/2025 show that more than 82% of disadvantaged children pass.	<p>Phonics (Y1) 2022 Pupil Premium:</p> <ul style="list-style-type: none"> • Pass: 52% <p>Phonics (Y1) 2023 Pupil Premium:</p> <ul style="list-style-type: none"> • Pass: 79% <p>Phonics (Y1) 2024 Pupil Premium:</p> <ul style="list-style-type: none"> • Pass: 75% • -N2E: 80% • (-N2E & SEND): 100% <p>The successful implementation of Sounds Write has led to a significant increase in the percentage of pupil premium children passing the phonics screening in Y1. If N2E are controlled for, Edale is on track for 82% pupil premium children to pass the phonics screening in 2025.</p>

		<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to embed the Sounds Write approach in EYFS and KS1 • Continue to invest in phonics interventions across school • Continue to develop the implementation of Sounds Write in LKS2
Improved reading attainment among disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.	<p>KS2 Reading EXS 2022 Pupil Premium:</p> <ul style="list-style-type: none"> • EXS: 36% <p>KS2 Reading EXS 2023 Pupil Premium:</p> <ul style="list-style-type: none"> • EXS: 39% ↑ <p>KS2 Reading EXS 2024 Pupil Premium</p> <ul style="list-style-type: none"> • EXS: 40% ↑ Forever Edale EXS: 50% ↑ <p>KS2 Reading EXS 2025 Pupil Premium (Projected Outcome)</p> <ul style="list-style-type: none"> • EXS: 53% ↑ <p>There has been a drop in PP attainment in reading in 2024; however, this was in-line with the whole cohort which was significantly impacted by mobility during the first year of this strategy. The projection for 2025, corroborated by performance in mock assessments, shows that, although the initial target of 74% EXS may not be reached in 2025, the strategy has had a positive impact on pupil outcomes in reading.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to develop the implementation of the Edale Rise Reading curriculum to ensure QFT and curriculum resources for all • Continue to embed and refine the school's approach to reading fluency in KS2, especially early intervention for children with WCPM <100 • Work with the Literacy Priority project to ensure reading interventions are specific, targeted and effective
Improved writing attainment	KS2 writing outcomes in 2024/25 show that more than 74% of	<p>KS2 Writing EXS 2021 Pupil Premium:</p> <ul style="list-style-type: none"> • EXS: 34%

among disadvantaged children	disadvantaged children meet the expected standard.	<p>KS2 Writing EXS 2022 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 73% ↑ <p>KS2 Writing EXS 2023 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 62% ↑ <p>KS2 Writing EXS 2024 Pupil Premium</p> <ul style="list-style-type: none"> EXS: 72% ↑ <p>KS2 Writing EXS 2025 Pupil Premium (Projected Outcome)</p> <ul style="list-style-type: none"> EXS: 50% (-N2E and SEND) EXS: 67% <p>There has been a significant improvement since 2021 showing that the current strategy is having a positive impact. The apparent dip in 2025 projections can be attributed to N2E and SEND being overrepresented in the pupil premium cohort as reflected in the controlled numbers.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Continue to embed and refine the school's approach to writing to ensure that early transcription in KS1 and knowledge of sentence structure in KS2 is clearly prioritised Work with the Literacy Priority project to ensure writing interventions are specific, targeted and effective Continue to develop and embed the Sounds and Syllables spelling curriculum
Improved maths attainment among disadvantaged children	KS2 maths outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.	<p>KS2 Maths EXS 2022 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 36% <p>KS2 Maths EXS 2023 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 69% ↑ <p>KS2 Maths EXS 2024 Pupil Premium</p> <ul style="list-style-type: none"> EXS: 50% ↑ <p>KS2 Maths EXS 2025 Pupil Premium (Projected Outcome)</p> <ul style="list-style-type: none"> EXS: 82% ↑ (-N2E and SEND) EXS: 89% <p>Pupil premium outcomes for maths have increased in 2022. The 2024 dip from 2023 was in line with the cohort as a</p>

		<p>whole which had several barriers including SEND and N2E. The projections for 2025, corroborated by performance on mock assessments demonstrate the impact the strategy is having.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to embed the Power Maths curriculum and approach • Continue to embed the school's approach to mental fluency • Continue to monitor performance in NTS assessments to ensure interventions are targeted, specific and effective
<p>To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged children</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Leuven 'Wellbeing and Involvement' assessments being in-line with non-disadvantaged children • qualitative data from student voice, student and parent surveys and teacher observations • participation in enrichment activities of disadvantaged children is in-line or above that of non-disadvantaged children 	<p>Wellbeing & Involvement: 2022 (Y1-Y6)</p> <ul style="list-style-type: none"> • PP: 94 / 94 • Non PP: 96 / 93 <p>Wellbeing & Involvement: 2023 (Y1-Y6)</p> <ul style="list-style-type: none"> • PP: 76 / 82 • Non PP: 86 / 83 <p>Wellbeing & Involvement: 2024 (Y1-Y6)</p> <ul style="list-style-type: none"> • PP: 76 / 77 • Non PP: 93 / 86 <ul style="list-style-type: none"> • Although 'involvement' remains broadly in-line with non-pupil premium, the gap in wellbeing appears to have widened. When analysed, refugee status, social housing issues, safeguarding concerns and attendance are the key factors distinguishing pupil premium low wellbeing from non-pupil premium wellbeing. These are all concerns being targeted by attendance officers, learning mentors and the safeguarding team continuously. • Y6 exit surveys and pupil voice across school continue to show no obvious distinction in children's perceived happiness in school, sense of safety or enjoyment of the curriculum/enrichment offer. However, pupil premium children are significantly more likely to raise concerns about issues outside of school. This is especially true of older

		<p>children feeling safe in their local community.</p> <ul style="list-style-type: none"> • Participation in enrichment / after school clubs of disadvantaged children is in-line or above that of non-disadvantaged children <p>Next Steps:</p> <ul style="list-style-type: none"> • Continued investment in the Choices and Consequences schemes offered by LA • Continued pupil premium focus from full-time Learning Mentor • Continued pupil premium focus from Mental Health Support Worker • Continued pupil premium focus from Family Liaison Officer in supporting families with social housing issues • Continued pupil premium focus from Safeguarding Team • Continued investment in broad offer of enrichment / after-school clubs
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall school attendance being 96% or above • the attendance rate of disadvantaged and non-disadvantaged to be broadly in-line • the percentage of all pupils who are persistently absent being below 10% • the percentage of disadvantaged children who are persistently absent being in-line with their non-disadvantaged peers 	<p>Attendance 2021-2022</p> <ul style="list-style-type: none"> • All: 91.41% • PP: 91.18% <p>(Gap 0.23)</p> <p>Attendance 2022-2023</p> <ul style="list-style-type: none"> • All: 91.82% • PP: 90.29% <p>(Gap 1.53)</p> <p>Attendance 2023-2024</p> <ul style="list-style-type: none"> • All: 93.14% • PP: 90.70% <p>(Gap 2.44)</p> <p>With two pupil premium families controlled for (social housing issues)</p> <ul style="list-style-type: none"> • All: 94.75% • PP: 94.21% <p>(Gap 0.54)</p> <p>Attendance of pupil premium children has made a significant improvement once two families impacted by social re-housing issues are controlled for. The gap of 0.54 shows the positive impact the pupil</p>

		<p>premium strategy is having on the attendance of pupil premium children.</p> <p>Next Steps:</p> <ul style="list-style-type: none">• Continue support from EWO• Continue liaison with social housing/services to aid families in finding permanent residence• Attendance officer support to continue• MHST involvement to continue• Learning mentor to continue to focus on attendance
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